DOCUMENT RESUME

ED 106 648 CE 003 824

AUTHOR Riggs, Walter A.
TITLE Acura-Touch: Instructor's Guide for Professional Supermarket Checkers.
INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE Sep 72
NOTE 217p.; Several pages of drill exercises have been removed because copyright release could not be obtained for them

EDRS PRICE MF-$0.76 HC-$10.78 PLUS POSTAGE
DESCRIPTORS Course Content; Distributive Education; *Food Stores; Interpersonal Competence; *Job Training; Resource Materials; Resource Units; *Sales Workers; *Skill Development; *Teaching Guides
IDENTIFIERS *Supermarket Checkers

ABSTRACT

The field-tested instructor's guide provides basic standards of training for all students enrolled in the Washington State Mobile Checker Training Program. As a 90-hour accelerated course it includes home study, or it can be converted to 180 hours of instruction. Thirty units are presented as a sequence of learning experiences, a number of which emphasize the human relations aspect of the supermarket checker's job. Suggestions for the instructor are followed by a list of competencies keyed to the units. The teaching units themselves each include detailed suggestions for a lecture, references to be read by students, a final examination if appropriate, suggestions for student self-study, special notes, and instructions for cash register drill. Fifty-nine student handouts are provided, as are 20 tests, both keyed to the appropriate units. (SA)

ED106648

[redacted]RA-TOUCH

IN[redacted]TOR'S GUIDE

For

[redacted]

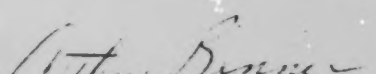
U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOREWORD

Three years ago, representatives from the food industry discussed with the Coordinating Council for Occupational Education the possibility of a state wide checker trainer program which would reduce off-the-street hiring of untrained individuals. As an integral part of this program, they identified a need for a mobile type program to provide training in those areas not having a permanent center. It then became apparent there was a need for an instructor's guide providing basic standards of training for all students enrolled in checker training programs in the state.

Thus through the efforts of many individuals and organizations, the Mobile Checker Training Program was formulated. An instructor's guide to provide an organized direction for the training was developed and field tested. The results are included here and contain all the revised input available from one year's field tryout. It will be a valuable asset to those instructors wishing to provide a training program with greater competency and employee success.

The professional dedication of those people involved is appreciated. Through their efforts, employers in the State of Washington will profit by more productive competent checkers in their stores. Customers will profit from prompt, accurate and knowledgeable service. Our graduates will profit financially, but more important, we hope our graduates will find a greater degree of self fullfillment as a result of their training.



Arthur Binnie
State Director and Executive Officer
Coordinating Council for Occupational Education

WASHINGTON STATE FOOD DEALERS ASSOCIATON

416 LLOYD BUILDING / SEATTLE, WASHINGTON 98101 / MAIN 2-7015

PRESIDENT
FRANK D. HARBAUGH
SPOKANE

VICE-PRESIDENTS
RICHARD E. MANSFIELD
SEATTLE

ROBERT L. CURTIS
EAST WENATCHEE

HOWARD W. NEUNER
BAINBRIDGE ISLAND

EXECUTIVE DIRECTOR
F. N. McCOWAN

DIRECTORS
CHARLES F. BOEHM
Ardoy
DONALD S. OLSEN
Bellevue
DONALD HAGGEN
Bellingham
DORR FORBES
Bothell
ROBERT W. BOGGS
Everett
GORDON W. HERRON
Federal Way
JACK B. COLE
Ferndale
GEORGE PLANT
Issaquah
IRIS F. PICKERING
Montesano
KENNETH STORMANS
Olympia
LYLE R. PEIN
Oroville
W. R. "DICK" SMITH
Oroville
ALBERT EVANS
Prosser
NEIL B. HURD
Rockford
ROGER P. CROSHAW
Seattle
ROY P. KNOWLES
Seattle
CHARLES J. WHYMAN
Seattle
SIDNEY R. SNYDER
Seaview
JACK E. BEAUDRY
Spokane
JOHN L. WEEKES
Spokane
JOEL G. CHAMBERS
Sunnyside
MARION D. DUBOIS
Tekoa
RONALD O. KEIL
Vancouver
LORRAINE KIMMEL
Vashon
FRANCIS W. FLEENOR
Walla Walla
RICHARD H. CROTHERS
White Salmon
WRAY R. BROWN
Yakima
MALCOLM W. BROWN
Yelm

Official Publication
WASHINGTON FOOD DEALER
Affiliated
National Association of Retail Grocers
of United States
Food Trade Press

May 8, 1970

Vocational Education
Coordinating Council for
Occupational Education
P. O. Box 248
Olympia, Washington 98501

Gentlemen:

The Washington State Food Dealers Association recognized the need for educational programs for the food industry. That is why we are involved with the Washington State Checker Training programs and the food marketing institutes.

The programs, instructors, and officials of the Washington State Coordinating Council for Occupational Education have made a significant contribution to the industry. We are proud to be a part of, and to have taken a lead in developing these programs of education.

Speaking on behalf of our members who have participated in these educational programs--we recommend and endorse these programs to all supermarket operators.

Sincerely,

F. N. McCowan

F. N. MC COWAN
Executive Director

FNMc/rg

PREFACE

This instructor's guide is just what the name implies. It is not a text. The texts used in connection with this guide are, "A Study Guide to Efficient Market Checking," "Your Attitude is Showing," and the thirteen programmed instruction units of the "Quaker Oats Supermarket Kit."

The handout materials in this publication are intended to be a guide for both student and instructor to hopefully be of assistance in developing indepth the body of knowledge required for professionalism in a career as a supermarket checker.

The guide for the thirty, three-hour units of study, is not written as a text or course outline. It is purposely written as a sequencial order of learning experiences to assist the instructor in scheduling time and importance of the learning process. This method of writing the guide is the result of more than a year devoted to researching curriculum and teaching methods using our follow-up studies to implement necessary changes in our teaching methods and curriculum.

The tests included in this guide have been developed to determine the desired level of competency for employment success.

It is realized that no text or guide can be used verbatum. The needs of your students must determine the modifications the instructor must make to accomplish the greatest good measured by behavioral changes of graduating students. The trademark of a professional instructor is his ability to adapt a program of instruction to the needs of his students. Now, for a must . . .

Each student must know at the beginning of the program what will be measured and how. There is a desired level of competency that must be developed in each student by the instructor. The tests will measure these levels of competency. We suggest that you review with the students the competencies listed on page xi or handout #50 and the method of testing to be used in measuring these competencies, Appendix B, test instructions and rating form and handout #55.

This ninety-hour course of instruction is an accelerated program. Nothing has been deleted in the essence of time. The instructor must move rapidly through the learning experiences and the student must learn rapidly. Due to the limited amount of class time and the burden this imposes on both student and instructor, we have resorted to as much home study as possible where this can be accomplished by the student without sacrificing quality of learning. To accomplish this home study, assignments are given using the Quaker Oats programmed instruction kits, Carl Jackson's text and "Your Attitude is Showing," which leaves more time for those learning experiences that must occur in the classroom and laboratory. To convert this guide for use in a 180-hour course of instruction, convert the three-hour units of study to six-hour units of study. This will give both the instructor and the student more time to develop the competencies needed for success as a professional checker. This will be particularly helpful for slower learners who would be incapable of carrying the load required in our 90-hour program.

WALTER A. RIGGS

Olympia, Washington
September 1972

ACKNOWLEDGEMENTS

The writer is appreciative of the assistance given to the development of our mobile checker program by a great many individuals and organizations. He is grateful for the privilege of having been assigned the responsibility for developing this program, and for having the opportunity to work with so many dedicated individuals.

SWEDA, International
National Cash Register Company
Western Michigan University
Darigold Farms
Safeway Stores
Associated Grocery
Bellingham Technical Institute
Washington State Food Dealer's Association
Supermarket Institute

Mr. Ernest G. Kramer, Director, Vocational Education
Mr. K. Otto Logan, Program Director, Distributive Education
Mr. Ray Smith, Vocational Director, Bellingham Technical Institute
Mr. Ben Haggen, Haggen's Food Stores, Bellingham
Mr. F. N. McCowan, Executive Director, Washington State Food Dealer's Association
Mr. LeRoy McCartney, Program Specialist, Distributive Education
Mr. James Blue, Director, Vocational Education, Superintendent of Public Instruction
Mr. Dick Wilson, President, Thriftee Food Stores
Mr. Harry Tobin, Mid-Management Coordinator, Skagit Valley College
Mr. E. Stewart, SWEDA Dealer

The author offers an advanced apology to any whose names have been inadvertently omitted.

PREVIEW COMMITTEE

A special thanks to the following individuals who gave so generously of their time and talent, previewing this publication before it went to press.

Mr. K. Otto Logan, Program Director, Distributive Education
Mr. Larry Belka, Director, Vocational Education, Bellingham Technical Institute
Mr. F. Leigh Hales, Mid-Management Supervisor, Spokane Community College
Mr. F. N. McCowan, Executive Director, Washington State Food Dealer's Association
Mr. Merrill Cox, Employee Relations Manager, Safeway
Mr. R. T. Sheehan, Vice President and General Manager, A & P Grocers
Mr. Dennis Coplen, W-DECA State Advisor
Mr. LeRoy McCartney, Program Specialist, Distributive Education
Mr. Carl N. Jackson, Teacher-Coordinator, Grocery Training Program, Long Beach City College
Dr. William Drummond, Associate for Teacher Education, Office of the Superintendent of Public Instruction
Mr. James Blue, Director, Vocational Education, Office of the Superintendent of Public Instruction
Mr. William D. Syhlman, DE Teacher-Educator, Eastern Washington State College

WASHINGTON STATE ADVISORY COMMITTEE

for

PROGRAMS IN FOOD MARKETING

MEMBERS

Mr. F. N. McCowan, Executive Director
Washington Food Dealer's Assoc.
416 Lloyd Building, Seattle 98101

Mr. P. L. Cope, Secretary-Treasurer
Washington State Council of Retail Clerks, Everett 98201

Mr. Merrill Cox, Employee Relations Mgr.
Safeway Stores
Bellevue 99004

Mervyn L. Henderson, Secretary-Treas.
Retail Clerks Local #1105
Seattle 98121

Mr. Dick Judson, President, LDS Corporation
Lynden 98264

Mr. Ray Rich, Secretary-Treasurer
Retail Clerks Local #367
Tacoma 98402

Mr. Mike McGowan, General Manager
Klauser Corporation
Tacoma 98498

Mr. Dannie O'Brien, Secretary-Treas.
Retail Clerks Local #1439
Spokane 99205

Mr. Bill Earp, Divisional Manager
Low Cost Food Stores
Spokane 99207

INTRODUCTION FOR INSTRUCTORS

INSTRUCTOR'S REFERENCE TEXTS

1. Eighteen rules of bagmanship, student's booklet
   Eighteen rules of bagmanship, instructor's flipchart
   Bagmanship Wall Chart
   Plastic Bag Insert
   Order: "Crown Service Selling Systems, Bagmanship." A complete training kit on bagmanship and service selling. (Free of charge). Crown Zellerbach Corporation, Public Service Building, Portland, Oregon 97204.

2. The Household Encyclopedia, N. H. and S. K. Mager, Published by, Pocketbooks, New York.

3. Economics for our Times, Third Edition revised, Augustus H. Smith, Webster Publishing Division, McGraw-Hill Book Company.

4. 101 Meat Cuts, 40 pp in full color, 20¢ per copy
   Beef-Pork-Lamb Instructor's Wall Charts, 20¢ each chart.
   Order from: National Livestock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois 60603

5. Quaker Oats Self-Study Kit for Food Marketing. Order from: The Quaker Oats Company, Merchandise Mart Plaza #345, Chicago, Illinois 60654, Price $4.95.

6. A Study Guide to Efficient Market Checking, Fifth edition, CNJ Publishing Company, P. O. Box 6656, Long Beach, California 90815

7. Your Attitude is Showing, Elwood N. Chapman, Science Research Associates, Chicago, Illinois 60611

8. Blue Goose Buying Guide, Blue Goose, Inc., Post Office Box 46, Fullerton, California 92632

SPECIAL NOTE: Items 8 and 9 must be purchased by students. Other items should provided by the school.

INSTRUCTOR'S PREPARATION FOR TEACHING

1. Review all reference texts.
2. Review Instructor's Guide.
   a. Thirty units of instruction
   b. Handout materials
   c. Tests
3. Code the following three keys on all registers with squares of sandpaper, 50¢, 20¢, and 7¢. Use scotch 3M mounting squares to attach sandpaper to keys. Use a course grit sandpaper.
4. Have available, enough of the following handout materials for each student:
   a. ACURA-TOUCH brochure for the Employee (brown)
   b. ACURA-TOUCH brochure for the Employer (white)
   c. ACURA-TOUCH brochure for both the Employer and Employee (salmon)
   d. ACURA-TOUCH manipulative skill exercises
   e. Handout materials
   f. Tests
5. Review NCR Personal Opinion Ballot. Prepare entry memory tests (handouts 13 and 14). The Wonderlic Test is recommended together with personal interview between instructor and students.
6. Learning takes place as a result of the instructor using a combination of . . .
   a. Lecture
   b. Discussion
   c. Programmed Instruction
   d. Self Study
   e. Written Assignments
   f. Individual Tutoring
   g. Role Playing

7. The three-hour block of time is scheduled as follows:

   a. First Hour - Lecture, Discussion, Role Playing

   b. Next Two Hours - Divide into four 1/2 hour units of study. The students are divided into two equal teams.

   c. Rotation - Team one works on ACURA-TOUCH while team two works on self study. Rotate every 1/2 hour.

   d. Instructor -

      1) Lectures, discusses, and role plays with the students the first hour

      2) Discusses, tutors, role plays with the students during the four 1/2 hour units of instruction

8. Simulated Front-End Operation:

   a. This should be as realistic as possible. The instructor acts as store manager. The students take turns being checker, customer, and bagger.

   b. Use checks (handout #19) to pay for purchases. Customer is to write check incorrectly to test the checker's skill at accepting checks.

   c. Have each student bring to class $5 in bills or change so that each register has proper change assortment. Change is to be left in the registers until the end of the course. Change must be counted at the beginning and end of each day.

   d. Register tapes and dates must be correct each day. Remove tapes each day after class. Have students rotate each day setting dates and inserting tapes before starting to work.

   e. Front end must be kept neat and orderly at all times.

   f. Selection of items to be checked - Use three or four items from meat and produce departments. Select items that will not spoil or damage with handling. Use smoked meats or freeze-dried. Use spuds, cabbage, or oranges, never tomatoes. Change the produce items each session. Use cans with multiple prices as well as single prices. To minimize the load of the carts, use cereals and paper products along with cans. Order should be typical of those encountered in an eight hour day. You may substitute bags containing sand or gravel for produce items. Wrapped blocks of wood properly priced may be used for meat items.

g. Fill grocery carts, one for each checkstand. Number the carts one, two, three, etc. Rotate the carts so that each student will check each cart at least twice during one three-hour block of time.

h. Be sure students call the manager for check approval or customer complaints.

i. Be sure students post their ledger sheets for errors, paid-outs, refunds, etc.

j. Be sure students have prepared their daily reference sheets for produce. Also, that they prepare a reference sheet for ad items on ad day.

It is the responsibility of the instructor to make it clear to the student

. . . The program objective

. . . The competencies they must develop to achieve this objective

. . . How they will learn

. . . How they will be tested

Special Note: When using behavioral objectives as a teaching method, it is important that the student be in agreement with the objectives, methods of learning and testing. If the student is not in agreement, he will not commit himself to learning. Without commitment, learning excellence will not occur. Go over handout #50 with the students and arrive at agreement with them as to the importance of these objectives. If they are not in agreement that the objectives, methods of teaching and testing are worthwhile, they will not achieve the level of competency desired.

SPECIAL INSTRUCTIONS

The items listed below have not been included in the thirty units of instruction for two reasons. First, one or more of the items are not considered to be the responsibility of the checker in most supermarkets; for example, reading registers and scheduling checkers and box boys. It will be up to each instructor to determine whether or not these items should be taught. Second, it allows freedom on the part of the instructor to teach these items where they will fit best in relation to time available and other learning activities scheduled; for example, housekeeping for front end personnel might fit best in Units XXV through XXX in most programs.

1. Reading Registers when closing and post these readings accurately in the daily ledger.

2. Schedule hours of checkers and box boys in a manner that will provide maximum customer services at a minimum cost commensurate with store policies.

3. Housekeeping for front end personnel.

4. Laws governing the supermarket checkstand:

   a. Liquor
   b. Cigarette
   c. City Laws
   d. State and Federal Laws.

5. How to apply for a job:

   a. Interview
   b. Resume
   c. Applications
   d. Conduct, etc.

COMPETENCIES (Where Taught)

ACURA - TOUCH. . . . . Units II - XXX

BAGGING GROCERIES. . . . . Unit XXIV

BAKERY DEPARTMENT. . . . . Unit XX

CASHING CHECKS . . . . . Unit XXIII

DAIRY DEPARTMENT . . . . . Unit XIX

FRONT-END PROCEDURES . . . . . Unit XXI

GROCERY DEPARTMENT . . . . . Unit XIII

INTERPERSONAL RELATIONS. . . . . Units II - XVI

MULTIPLES. . . . . Units XII - XXX

MONEY MANIPULATORS . . . . . Unit VII

MEAT . . . . . Unit XV

MEMORY . . . . . Units II - XXX

NON-FOODS. . . . . Unit XX

PRODUCE. . . . . Units II - XXX

PERSONAL APPEARANCE. . . . . Unit XI, XXV - XXX

PRICING AND STOCKING . . . . . Unit XIV

POSTING THE LEDGER . . . . . Unit XXII

REGISTER MANIPULATION. . . . . Unit XIII

SCALE OPERATION. . . . . Units VI - X

SUPERMARKET ECONOMICS. . . . . Units IX

STORE SECURITY . . . . . Units VII - VIII

STORE POLICIES . . . . . Unit XXI

MAKING CHANGE . . . . . Unit III

INSTRUCTIONS FOR TEACHING ACURA-TOUCH

1. The name of the game is accuracy. Continually stress the importance of going slow, learning the keyboard. If the total is incorrect, they are going too fast.

2. As the student progresses through the lessons and drill exercises, he will learn the relationship of a number registered to the number to be registered. When this occurs, the student will no longer use the sandpapered home keys. These will be used by the student to locate home position only when he removes his hand from the register.

3. The thumb and index finger are to be used for numbered keys. There are two exceptions. The first exception will be found in Lesson #5. The second exception is on a register with a curved keyboard where the keyboard is too long to ring 19 using thumb and index finger. In this case, the student may use the middle finger to register number 9.

4. The middle finger is to be used to push the department keys on those registers where the department keys are located at the upper right side of the keyboard.

5. On the SWEDA Power Penney, the department keys are to be pushed with the thumb. The student has a choice of using the thumb on either hand. If using the thumb on the right hand causes the student to remove his hand from the keyboard, he should use the thumb on his left hand.

6. Those keys on the ledger side of the register such as amount tendered, change, void, etc., are to be pushed as follows. If the key to be pushed is below the center of the keyboard, the key is to be pushed with the thumb; if above center, the key is to be pushed with the middle finger.

7. The motor bar is to be pushed with the side of the hand or little finger whichever is convenient.

8. On change computation registers, the cash tendered or amount tendered key is raised higher than the other keys. This key is to be pushed with one side of the hand.

9. The student is not to lift his thumb and finger from the keyboard while learning key location. They must slide the thumb and finger from one set of numbers to the next set. In other words, they must feel their way from number to number until confidence is developed.

10. Students are to push both keys at once when ringing numbers involving two keys. Example: When ringing 29¢, place the thumb on the 20, the index finger on 9 and push both keys down simultaneously.

11. The student is not to lift his thumb and finger from the keyboard while learning key location. They must slide the thumb and finger from one set of numbers to the next set. In other words, they must feel their way from number to number until confidence is developed.

12. Students are to push both keys at once when ringing numbers involving two keys. Example: When ringing 29¢, place the thumb on the 20, the index finger on 9 and push both keys down simultaneously.

STUDENT MANUAL

Purposes

1. Preparation of the manual by the student reinforces learning.
2. When completed, the manual is a ready reference as an aid in solving on-the-job problems.
3. Enhances the student's employment opportunities when the manual is used by the student during the job application and interview process.

Organization and Preparation

The student manual should be organized in 7 parts, as follows:

Part A	Diploma and Resume
Part I	Handout Materials
Part II	Tests
Part III	Answers and written comments on each unit of the Quaker Oats Programmed instruction
Part IV	Written comments on each chapter covered in the text, "Your Attitude is Showing"
Part V	Written assignments related to each of the twenty two competencies.
Part VI	Student notes

CONTENTS

	Page
PREFACE	i
ACKNOWLEDGEMENTS	ii
PREVIEW COMMITTEE	iii
ADVISORY COMMITTEE MEMBERS	iv
INTRODUCTION TO INSTRUCTORS	v
COMPETENCIES	xi
TABLE OF CONTENTS	xvii
APPENDIX A	xix
APPENDIX B	xxiii
PROGRAM OBJECTIVE	xxv
UNITS OF INSTRUCTION	
UNIT I - Student's Introduction To The Program	1
UNIT II - Human Relations	5
UNIT III - The Grocery Industry	7
UNIT IV - Human Relations	9
UNIT V - Producer To Consumer and History	11
UNIT VI - Human Relations and Reading The Scale	13
UNIT VII - Supermarket Today and Money Manipulators	17
UNIT VIII - Human Relations and Store Security	21
UNIT IX - Supermarket Economics	25
UNIT X - Human Relations	29
UNIT XI - Customer Relations and Personal Appearance	31
UNIT XII - Human Relations and Multiples	33
UNIT XIII - The Grocery Department and How To Operate a Cash Register	37

	Page
UNIT XIV - Human Relations and Pricing and Stocking	41
UNIT XV - Meat Department	43
UNIT XVI - Human Relations	47
UNIT XVII - The Produce Department	49
UNIT XVIII - The Produce Department	53
UNIT XIX - Dairy, Frozen Foods	55
UNIT XX - Bakery and Other Departments	59
UNIT XXI - The Front End	61
UNIT XXII - Posting the Ledger	65
UNIT XXIII - How to Cash Checks	67
UNIT XXIV - Bagmanship, Final Instructions, Review	71
UNIT XXV - Final Review and Testing	75
UNITS XXVI - THROUGH XXX - Front End Operation (Role Playing)	77
APPENDIX A - Handout Materials	
APPENDIX B - Test Materials	

APPENDIX A

STUDENT HANDOUT MATERIALS AND WHERE COVERED

HANDOUT # 1	UNIT III
# 2	UNIT XI
# 3	UNIT XXI
# 4	UNIT XXI
# 5	UNIT II
# 6	UNIT I
# 7	UNITS I & IV
# 8	UNIT IV
# 9	UNIT III
#10	UNIT VI
#11	UNIT III
#12	UNIT II
#13	UNITS I & II
#14	UNITS I & II
#15	UNITS VIII, XI, XXI
#16	UNIT XXII
#17	UNIT XXII
#18	UNIT XXIII & XXV
#19	UNITS XXIII & XXVI
#20	UNIT XXIII
#21	UNIT XIX
#22	UNIT VI
#23	UNIT XXV

HANDOUT	#24	UNIT XX
	#25	UNIT XX
	#26	UNIT XX
	#27	UNIT XV
	#28	UNIT XV
	#29	UNIT XV
	#30	UNIT XV
	#31	UNIT XV
	#32	UNIT XIX
	#33	UNIT XIX
	#34	UNIT XIX
	#35	UNIT XVII
	#36	UNIT XVIII
	#37	UNIT XVII
	#38	UNIT XVII & XVIII
	#39	UNIT XVII
	#40	UNIT IX
	#41	UNIT XIII
	#42	UNIT XIV
	#43	UNIT XXIII
	#44	UNIT XXII
	#45	UNIT XXI
	#46	UNITS VII & VIII
	#47	UNIT XXIV
	#48	UNIT XXI

HANDOUT	#49	UNIT XII
	#50	UNIT I
	#51	UNIT I & II
	#52	UNIT I
	#53	UNIT I
	#54	UNIT I
	#55	UNIT I & XXV
	#56	UNIT I THROUGH XXV
	#57	UNIT XXX
	#58	UNIT XXV THROUGH XXX
	#59	UNIT II

APPENDIX B

TEST MATERIALS
SUGGESTIONS OF WHERE TO USE

TEST # 1	UNIT XXIV
# 2	UNIT XVII
# 3	UNIT IX
# 4	UNIT XI
# 5	UNIT XXV
# 6	UNIT VIII
# 7	UNIT XV
# 8	UNIT XIX
# 9	UNIT XXV
#10	UNIT XXV
#11	UNIT X
#12	UNIT XXII
#13	UNIT XIV
#14	UNIT XXI
#15	UNIT XXV
#16	UNIT XXI
#17	UNIT XXV
#18	UNIT XXV
#19	UNIT XVI
#20	UNIT XX

PROGRAM OBJECTIVE

To develop the student to a level of competency equal to, or in excess of, the average ability of an employee hired "off the street" with six months work experience.

Specific Goals to reach the above goal:

Upon completion of the one hundred eighty hours of instruction, plus six weeks on-the-job work experience orientation, the student . . .

Will Be Able To:

Handle Money and make change accurately so that neither customer nor store suffer financial loss.

Cash Checks in a manner that will not cause financial loss to the store and handle Food Stamps and Manufacturer and Store Coupons in a like manner.

Post the Ledger so that all transactions that occur in the checkstand are accurately recorded.

Understand Policies that exist in stores. Know what they are and the importance of learning and knowing how to use these policies as established by the store in the daily work of a checker.

Understand Security to minimize losses caused by those actions generally classified under store security.

Know Front-End Procedures and use those that will give the customer fast, accurate service, and create an environment conducive to building customer good will.

Price and Stock accurately and rapidly.

Do Multiples accurately to determine the unit price for items sold by multiple pricing.

Memorize prices, know how to investigate and remember produce prices, ad prices, multiple prices, prices for unmarked items.

Bag Groceries in a manner that will offer the customer the finest service, and minimize customer dissatisfaction. Handle products in a manner that will minimize shrinkage loss due to incorrect bagging.

Handle Interpersonal Relationships in a manner that will encourage customers to patronize the store. Contribute to improvement of interpersonal relationships among store employees so that work experience will be more enjoyable for both student and employees. Will possess those attitudes sometimes referred to as "The Industrial Virtues."

Maintain Personal Appearance and understand why this is so important.

Use ACURA-TOUCH Method in order to focus attention on the customer or the merchandise to give accurate, prompt service and minimize loss to both store and customer. The ACURA-TOUCH is a system of register manipulation.

Operate a Register in a manner that will minimize loss due to repairs and service charges.

Operate a Scale accurately and promptly.

Identify Produce sold in the produce department, know where they originated, their characteristics, how sold, time of year available, and how used.

Know Dairy Department and answer customer questions intelligently concerning products sold in that department, how they are sold, used, and handled at the checkstand.

Identify Meats and be able to speak intelligently on cuts of meat, grades and characteristics of meat, care and use of products sold in the meat department.

Know the Bakery Department and understand the care and use of bakery products, with a knowledge of ingredients used, why they are used, and how they benefit the customer.

Have Knowledge of the Non-Foods Department and know its importance to the customer and the store. Identify products sold in the non-foods department, their uses and care in stocking and handling.

Recognize Grocery Items by can and package sizes, different grades and qualities, how to serve a customer in a self-service grocery department, the reasons for product location, space and display, why some products are stocked and others are not.

Understand Supermarket Economics so as to make a better contribution to the financial success of the store and to communicate accurately the role of the food industry when communicating with others.

In addition to the classroom instruction, the graduating student must have six weeks work experience to adapt to store policies and procedures.

UNITS OF INSTRUCTION

NINETY HOUR COURSE

ONE HUNDRED EIGHTY HOUR COURSE

LECTURE I:

1. Do testing and orientation as shown in guide
2. Other
3. Check your notes
4. Other

UNIT I - 3 HOURS OF 180
HOUR COURSE

LECTURE II:

1. Give students enough copies of Handout #22.
2. Take students to participating supermarket to learn how to get produce prices.
3. Check your notes
4. Other

- UNIT I - 3 HOURS

STUDENT'S INTRODUCTION TO THE PROGRAM
Lecture and Testing

1. Purpose of entry tests

   To determine student's level of competency, attitudes and aptitudes in critical areas essential for successfully completing the course and being employable. Upon completion, all students should receive expert counseling before entry into this program.

2. Kinds of entry tests

   Memory: Using Handouts #13 and 14
   NCR Personal Opinion Ballot
   Wonderlic Test

3. Student Manual

   Purpose and Organization, Handout #53

4. ACURA-TOUCH

   Colored brochures plus Handouts #6 and #7

5. Program Objective

   Go over Handout #50 with the students

6. How they will learn

   Reference pages, vii, Instructor's Preparation for Teaching

7. How they will be tested

   Review the twenty two tests and test instructions

8. History of the Mobile Unit, Handout #54

9. Give entry level tests and personal interview if this has not been done already.

10. Assignments

    A. Start Unit I Quaker Oats programmed instruction. Explain the purpose of, and how to learn, using programmed instruction. Have the students read the unit and answer the questions in their manual. Do not write in the books provided for this course of instruction. Have the students write in their own words, what they have learned. About two pages should be enought. For the first unit and for all others, their manual should look like the example on the next page.

---------- UNIT I - 3 HOURS

Page One - Unit One

HISTORY OF THE FOOD BUSINESS

Student Name

Pages two and three

What They Learned About The Food Business

Pages four, five and maybe six

Answers to Programmed Instruction Unit

When the course is completed, the student should have 14 units in the manual following this same format.

10. B. Assign chapter one, "Your Attitude Is Showing," for home study. Student is to write a brief review on the importance of Chapter One to be inserted in student manual (see Handout No. 53). Each chapter covered in, "Your Attitude Is Showing," is to be entered in the student manual.

11. ACURA-TOUCH - Two one-half hour periods

Start students on lesson one (handout #51, pages 1, 2, and 3). Assign two students to a register for the first two sessions only. Thereafter, one half the class will be working on self study while the other half works on the register. The class will be divided into teams one and two. This will be explained in greater detail as you progress through the rest of the units.

Students are to push both keys at once when ringing numbers using the thumb and index finger. Example: 27¢ - with thumb on 20 and index finger on 7, push both keys simultaneously. This must be done at all times with all two-key prices.

You should have students place thumb on 20 and finger on 7. They must go slowly and feel for the next number to register. They must not lift finger or thumb from register. They must slide the fingers from one set of numbers to the next the first few days while learning the keyboard. The

students must learn the relationship between the number registered and the number to be registered. They will do this in the early stages by feeling from one key to the next. The students will learn by team effort two to a team the first few units. The student on the machine keeps her eyes on the drill exercise. The student observer will act as instructor pointing out mistakes. They should rotate about every ten minutes.

The instructor will observe each team and demonstrate correct procedure for those students having difficulty.

You will note that the numbers used are not prices but scientifically-selected numbers to make the learning process as easy as possible. For example: It is easy to move from 27 to 28. The thumb stays on the home key and the finger merely slides up one key. GO SLOW GO SLOW GO SLOW. ACCURACY is the name of the game, NOT SPEED.

Students must not proceed from drill one to drill two until instructed to do so. Drill one and two account for about 85% of all rings. Once these two drills have been mastered the rest will be easy.

12. Special Notes

Assignments for self study periods should be given and explained during the one-hour lecture period.

Each unit of instruction is approximate to the time schedule shown. The instructor must use good judgment in following this schedule. Each unit will vary in accordance with the learning ability of the students. It is important to remember, however, that to cover the material in this course, too much time cannot be devoted to any one unit or other units will not be covered. In other words, the instructor must discipline himself and the students to keep on schedule as closely as possible giving proper priorities according to the learning needs of the individual students as well as proper priorities to what must be learned. Example: Quaker Oats Kits are designed to eliminate, or minimize, need to devote class time to this body of knowledge. The instructor should discuss each unit briefly in order to determine whether or not the students are learning the body of knowledge being taught. The instructor MUST devote the one-half hour lecture period and one-half hour self study periods to these areas where the instructor's help with individual needs is essential. All other work should be done at home.

NOTE: Continue Unit One into Unit Two, if necessary.

13. Student Texts and Materials

Be sure students have Items 1, 2, 7 and 8 of handout #52. Other items desirable for reference should be used.

UNIT II - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
2. Check your notes
3. Other

UNIT II - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Produce Quiz
   a. Instructor quiz each student
   b. Have students quiz each other
   c. Using Handout #22, Give written test on 20 items
2. Check your notes
3. Other

- UNIT II - 3 HOURS

One of the reasons our mobile school has been so successful is the fact that it operates on a supermarket parking lot so that the student's learning activities are as realistic as possible. The student goes into the store daily investigating and learning at the appropriate time . . . In permanent centers a supermarket should be selected in a location convenient for all students.

Produce Prices	Ad Prices
Multiple Prices	Unmarked Prices
Product Knowledge	

Put heavy emphasis on the in-store activities. They must develop this competency to the highest degree of proficiency or they just plain won't make it on the job as a checker.

The in-store learning activities should take place during the one-half hour self-study periods. There are two reasons for this.

a. The students will be in smaller groups

b. The one-hour lecture period is needed for other learning activities

c. For permanent centers students can visit selected supermarket at their convenience after school time.

II. Final Examination - None

III. Self Study - Two one-half hour periods

Students can use this time to work on Unit I, Quaker Oats and Lesson One, Human Relations

IV. ACURA-TOUCH - Two one-half hour periods

Handout #51, pages 1, 2, 3

Lesson One - Do each column ten times before going on to the next column. Instructor must move back and forth between teams one and two helping individual students with their special problems. Watch the students doing ACURA-TOUCH very carefully to be sure that they are using correct finger and thumb positions. Slow them down. Be sure the home position keys 20 and 7 and finding key 50 are coded with squares of sandpaper. Students must call numbers loud and clear before ringing the number.

UNIT III - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow guide
2. Check your notes
3. Other

UNIT III - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. How to handle money
   a. See Item 3, Lecture Period, Unit III, 90-Hour Course
2. Check your notes
3. Other

- UNIT III - 3 HOURS

THE GROCERY INDUSTRY
HOW TO HANDLE MONEY

I. Lecture Period - One Hour

1. Review brochures on ACURA-TOUCH. Go through them with the students. Point out the fact that what they are learning will make their work more accurate, less tiring, and more interesting. The competency developed by the student, if they learn all lessons well, will provide for the students, those things all employees look for; job security, acceptance, recognition, and self fulfillment. The effort it takes to learn will be well worth it. Handouts #1, 7, and 9.

2. Discuss Unit One, Quaker Oats Kit. Each student should have this written assignment completed in section two of their manual. Check each manual to be sure they understand the format correctly. Now is the time to get them started on the right foot. Be sure they keep up to date with these assignments.

3. Teach items on Test #6, Unit VIII on handling money. Also, pages 158 through 162 in the Carl Jackson Text. Print ditto copies of forms on pages 159 and 161 leaving the first column blank. Give students problems to enter in this blank column. Practice change making as often as time permits from this unit through unit VII. Give Test #6 in Unit VIII.

II. References

A. Carl Jackson, Lesson One - Pages 1, 4, 5, 6, 9

NOTE: All Carl Jackson references are to be read by the students. Their written comments are to be entered in Section V of the student manual.

D. Handout No. 11, "The Importance of Listening and Following Directions." The importance of doing what must be done when it must be done and done as directed to be done. That is a lot of done's.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Assign Unit II, Quaker Oats Kit. Students can work on this unit and Lesson One, Human Relations.

V. ACURA-TOUCH - Two one-half hour periods

Continue Lesson one.

NOTE: The half hour ACURA-TOUCH and self study periods are rotated between team one and two. Team one works on self study assignments while team two works on ACURA-TOUCH. Six students to each team for a class of twelve.

UNIT IV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
2. Check your notes
3. Other

UNIT IV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Finish your guide
2. Produce Quiz
   a. Oral between teacher and students
   b. Oral between students
   c. Written 10 to 20 items Handout #22
3. Money Handling
   a. Written on forms
   b. Role play with play money

- UNIT IV - 3 HOURS

HUMAN RELATIONS

I. Lecture Period - One Hour

A. Human Relations, Chapters II and III. Human relations can make or break you. Shape up or ship out. Point out that human relations is not an end in itself but a means to an end; more productivity both group and individual, more enjoyable working environment, better job security, greater feeling of self-worth and self-fulfillment.

B. Handout No. 8, William Shakespeare. Comment on this handout.

C. Refer to leaders guide for text, "Your Attitude Is Showing," for ideas to cover. Take special note of those items in text printed in italics.

D. Point out the significance of the words recognition and rejection. How do they relate to the strongest of human emotions. Give others a little recognition. "Cast your bread upon the water, it shall return tenfold."

E. The meaning of empathy. Practice it on the job and off the job.

F. For additional material, read the fourth chapter of Mark verses 23, 24 and 25.

G. Discuss pages 1,4,5,6,9 assigned in Unit III.

II. References

A. Be sure the students are instructed to read Chapters II and III, Human Relations

B. Be sure the students write what they have learned from these two chapters and this material is properly located in their student manual.

C. Student and instructors reference. Carl Jackson Text, Pages 9, 11, and 14.

Note: All Carl Jackson references are to be read by the student.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Students should be writing what they learned about human relations from the lecture above and chapters II and III of "Your Attitude is Showing." Also, they may be working on Unit II, Quaker Oats Kit.

V. ACURA-TOUCH - Two one-half hour periods

Stay on lesson one. Considerable improvement should be noticeable. Have them slow down. If their totals are not correct, they are going too fast. Toward the end of the ACURA-TOUCH lessons, two totals are not correct. This was done deliberately so that the instructor can determine whether or not the students are checking the accuracy of their work.

UNIT V - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
2. Check your notes
3. Other

UNIT V - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Produce Quiz
   a. Follow same procedure as previously
2. Money Handling
   a. Follow same procedure as previously

- UNIT V - 3 HOURS

PRODUCER TO CONSUMER AND
HISTORY OF THE CASH REGISTER

I. Lecture Period - One Hour

A. Discuss Unit II, Quaker Oats Kit

B. Discuss the evolution and development of the checkout register.

II. References

A. Contact NCR representative for information on the history of the cash register.

B. Contact SWEDA representative for history of the braille key register.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Assign Unit III, Quaker Oats Kit. Students can work on this assignment or Human Relations assignment made in Unit IV.

V. ACURA-TOUCH - Two one-half hour periods.

Continue with lesson one exercises.

UNIT VI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Human Relations
   a. Handout #10
2. Discuss Unit III, Quaker Oats Kit
   a. What have students learned?
3. Check your notes
4. Other

UNIT VI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Reading the scale
   a. See your guide
   b. See ITEM B, Lecture Period, Unit VI, 90-Hour Course
2. Check your notes
3. Other

- UNIT VI - 3 HOURS

HUMAN RELATIONS AND
READING THE SCALE

I. Lecture Period - One Hour

A. Human Relations, Chapter's IV and V, "Your Attitude Is Showing."

B. Reading the Scale, discuss with the students pages 31-32-33-34-35-36. Have the students study these pages.

1. Have students do the exercise on following pages in Carl Jackson Text; 38-39-40-41-42-64-65-66-67-68.

2. Before starting students on scale exercise page 91. Be sure they have learned how to weigh multiple prices for three pounds. Teach them as a group if possible. If not, be sure to tell them not to start this exercise until they have learned how to do it. Now have them do excercises on pages 90-91-92-93-94-108-109-110-111-112.

3. Teach students how to weigh multiple prices for ten pounds then have them do the exercises on the following pages 126-127-128-129-130-149-150.

4. Teach students how to weigh multiple prices for five pounds. Then have them do the exercises on the following pages 166-167-168-182-183-184.

II. References

A. "Your Attitude Is Showing," Leader's Guide

B. Handout #10, "Value of a Smile"

C. Handout Produce Idiot Sheets. Use Handout #22, or as noted below, each student will need two or more of Handout #22.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Instructions for the following assignments should be given during Lecture Period.

A. On-the-job procedures for checkers requires that each checker must, before they start to check, fill out a produce idiot sheet for all items and prices on the produce rack. This must be done every day. From now on for the rest of the course your students must go into the supermarket and learn produce items in stock and prices for these items a minimum of twice a week. Idiot sheet is terminology generally used in the industry to describe a sheet or form that lists the produce items generally stocked by most stores. There are empty lines to add items not listed.

- UNIT VI - 3 HOURS

One idiot sheet should last one week. You do not use a new one each day. Once the items and prices have been filled in the first time, thereafter, only price changes are entered and new items noted.

B. You will not start the students learning to read the computing scale. They will do this during self-study periods for the next several sessions or units. You will be advised when it is time to discontinue this work. From now on you will have to devote considerable time to your self study students to assist them in understanding scale operation. At the same time you must keep your ACURA-TOUCH students progressing. In most cases a large percentage of your students should be doing well with ACURA-TOUCH so you can and must help those who may still be having problems.

Lessons on how to operate and read the scale will be found in the Carl Jackson Text. The lessons to be done are listed here in sequential order. Pages 31, 33, 34, 35, 38, 40, 64, 91, 108, 126, 166. Do only those lessons first that do not require a scale. There are scale exercises in the text that require the use of scales. Follow instructions given in Carl Jackson Instructor's Guide for doing these lessons.

V. ACURA-TOUCH - Two one-half hour periods

A. Continue Lesson I. Be sure students are calling numbers. Check their accuracy. Speed is not important. It will come with practice and confidence. Accuracy is important. If the students are not calling numbers loud enough for the ear to hear, they will not develop accuracy or speed. If the totals are wrong, they are doing the drills too fast. Slow 'em down!

If you are not "busier than a cat with fleas," you are not teaching!

UNIT VII - 3 HOURS OF 180 HOUR COURSE

- -

Lecture I:

1. Follow Guide
   a. Money Manipulators
   b. Produce Quiz
   c. Finish Unit III, Quaker Oats Kit
2. Check your notes
3. Other

UNIT VII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Teach Scale Exercises
2. Produce Quiz
3. How to Handle Money
   a. Use forms
   b. Role play with play money
4. Now is the time to assign memorizing ad items
   a. Use ad from participating store
   b. Use Handout #20

- UNIT VII - 3 HOURS

SUPERMARKET TODAY
AND MONEY MANIPULATORS

I. Lecture Period - One Hour

A. Discuss Unit III Quaker Oats Kit. The students should have unit III complete in their manuals.

B. Money manipulators, short change artists, till tappers, drop-artists, marked bills -- students should know how to prevent being taken by this type individual. Some rules:

1. Never turn back on register when drawer is open.

2. Never leave checkstand unless register is locked.

3. Never get involved with that individual who wants to trade money. A $10 bill for 10 ones, etc. You can't beat a money manipulator.

4. The drop-artist drops part of his change on the floor, tells the checker he got the wrong change.

5. Marked bills. These types work in teams of two. The first person makes a purchase paying with a $20 bill that has an identifying mark such as a phone number. The second member follows. He pays with a $5 bill, tells the checker he gave a $20 bill, knows he did because he wrote a phone number on it.

6. Have a member of the Bunco Squad from your local police department speak on short change artists, etc.

II. References

A. Store Manager
B. Police Department

C. Carl Jackson Text, Pages 153, 154, 155, 156, 157, 158

D. Handout #46

Note: All Carl Jackson references should be read by the students. Students written comments to be entered in section V of their student manual.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Students should be working on scale reading lesson in Carl Jackson test.

- UNIT VII - 3 HOURS

They should have human relations up to date in section IV of the manual. They should have written comments on Chapters I, II, III, IV, V.

V. ACURA-TOUCH - Two one-half hour periods

Start lesson 2. You will notice that the thumb and finger positions are reversed from lesson 1. The thumb moves from the 20 key to the 2 key. The finger from the 7 key to the 70 key. They will now register numbers where the 10 column number is higher than the penney column. They must learn once again the position of the number to be registered is related to the number previously registered. They must not remove thumb or finger from number registered but rather they must feel their way to the next number by sliding the thumb and finger from one position to the next. It is usually easier to not move thumb and finger at the same time. Have the thumb or finger find the correct key before moving the other thumb or finger to the new key.

Note: Give attention to the individual needs of your students during the half hour periods devoted to self study and ACURA-TOUCH.

UNIT VIII - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Human Relations
   b. Produce Quiz
2. Check your notes
3. Other

UNIT VIII - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Store security
2. Scale reading
3. Assign Unit IV, Quaker Oats Kit
4. Check your notes
5. Other

- UNIT VIII - 3 HOURS

HUMAN RELATIONS AND
STORE SECURITY

I. Lecture Period - One Hour

A. Human relations Chapters VI and VII, "Your Attitude Is Showing," use previous references.

B. Shoplifting and Store Security

1. A checker's role should be preventative. For apprehension call the store manager. Never accuse a customer of stealing. The student should know behavior pattern of shoplifting types. Generally, a shoplifter is not looking at the merchandise but around the store to determine if he is being observed.

II. References

A. Handouts #15 and 46.

B. Carl Jackson Text, pages 283 through 288.

Note: All Carl Jackson references are to be read by the student. written comments are to be entered in section V of the student manual.

III. Final Examination

Test # 6.

IV. Self Study - Two one-half hour periods

Students should be given a short oral quiz on product prices and product knowledge. What did they learn about the produce department from making out the idiot sheet as instructed in Unit VI. This can be done with each team separately during the self study period. Students should once again go into the store and bring their idiot sheets up-to-date. Whatever time is left during these two self study periods should be devoted to the scale reading lessons.

Are you keeping up with your schedule of student learning experiences. Students should be . . .

A. Going into the store daily to fill out produce idiot sheets a minimum of twice a week. You should be quizing them each day by the role playing method on produce prices. You should play the customer and ask each student the price of one or more items from the produce rack. Students may role play between themselves, too.

- UNIT VIII - 3 HOURS

B. Studying Quaker Oats Kits.

C. Studying "Your Attitude Is Showing"

D. Doing scale reading exercises

E. ACURA-TOUCH drills

F. Daily lectures that change from day to day.

V. ACURA-TOUCH - Two one-half hour periods

Lesson 2 continued. Students should practice each column 10 times before moving on to the next column.

UNIT IX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your Guide
   a. Supermarket Economics
   b. Produce Quiz
2. Check your notes
3. Other

UNIT IX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Give test on ad prices
2. Teach reading scale
3. Discuss how to recognize ad items. How to read ad before giving test.
   a. Explain difference between items in ad at regular prices and items at reduced prices.
   b. Why items at regular prices
   c. Why items at reduced prices
   d. Why out of ad items
   e. What to do if out of ad items

- UNIT IX - 3 HOURS

SUPERMARKET ECONOMICS

I. Lecture Period - One Hour

A. Discussion of Unit IV, Quaker Oats Kit. This unit should be completed in the student's manual. Better check, don't permit them to get behind or they won't catch up. Now is the time to introduce them to some bonehead economics.

B. A student in a recent checker class who was a third-year student at a State University, made this comment: "Why does a bag of ice sell for 29¢ instead of 10¢? After all, it is only water!" She, like many others, is not aware of what economists choose to identify as time, place, form, utility. These things cost money and when they are added to a free good, they make the free good cost money. Refrigeration is required to change water to form utility, this costs money. Water itself is no longer a free good when piped to the refrigeration plant. Labor and materials for packaging cost money. Trucks and labor to distribute the ice costs money. Time and place utility. Labor and equipment to store and sell the ice cost money.

There are those who believe that all one must do to get food is ask the government for food stamps. Food must be planted, grown, harvested, processed, distributed. This all costs money. The cost of distribution at retail, permits the average food retailer to show a net profit of only 1 1/2¢ on every dollar he takes in. A recent report by the Federal Government (1970) showed that the average family used 17% of their spendable income for food (15.6% 1972); the lowest this percentage has ever been in the U.S. and way below any other country in the world. A recent study by English newsmen permitted to enter North Viet Nam showed that one pound of meat cost the average North Vietnamese worker the equivalent of one day's work. Source: "North Viet Nam," A one-hour documentary film produced by an English film company.

II. References

A. Carl Jackson Text, pages 269 through 273.

B. Paul Samuelson Economics, Part III.

C. A reference more to the point than Samuelson is, "Economics For Our Times," Augustus H. Smith, McGraw-Hill, Parts I and II. Use specifically, Part II, page 20.

D. Handout #40.

III. Final Examination

Test No. 3

- UNIT IX - 3 HOURS

IV. Self Study - Two one-half hour periods

Continue lessons on reading scale. Assign Unit V, Quaker Oats Kit. Students can also work on Chapters VI and VII, "Your Attitude Is Showing." Give a short written quiz on produce prices, about 10 items.

V. ACURA-TOUCH - two one-half hour periods

Continue lesson 2, exercise drills. Call numbers, check accuracy, please give assistance to the ones still having trouble.

UNIT X - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Human Relations
   b. What have they learned so far?
2. Check your notes
3. Other

UNIT X - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Give Test #2
2. Discuss Quaker Oats Kit, No. IV
3. Assign Quaker Oats Kit, No. V
4. Teach reading the scale

- UNIT X - 3 HOURS

HUMAN RELATIONS

I. Lecture Period - One Hour

A. Study Chapter VIII, "Your Attitude Is Showing."

B. Now is the time to stop and take inventory of how your students are doing. Have them give written answers to these questions.

1. What have you learned so far?
2. What has meant the most to you?
3. In what areas are you having the most difficulty?
4. What can I do to help you?
5. How can I do a better job?

Remember your objective -- that these students will have, upon graduation, a level of competency equal to, or beyond, that of a checker with six months experience. Never forget, "If the student hasn't learned, the instructor hasn't taught."

II. References

A. I call your attention to page 50, "Your Attitude is Showing," about the middle of the page, starting with the paragraph, "Supervisors have been delegated the primary responsibility of helping their employees achieve maximum productivity. Does this responsibility lie wholly on the shoulders of the supervisor? Of course not."

Read the next 10 lines and impress upon the students the importance of this lesson.

III. Final Examination

Test No. 11

IV. Self Study - Two one-half hour periods

Have students go into store and bring their produce idiot sheet up to date. Give a short oral quiz on produce prices and product knowledge. The best way to do this is by role playing. Pretend you are the customer. They should know what to charge you for your purchases. Students should also be working on the scale exercises in the Carl Jackson Text.

V. ACURA-TOUCH - Two one-half hour periods

Continue with the lesson 2 exercises.

UNIT XI - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Customer relations and personal appearance
2. Produce Quiz
3. Check your notes
4. Other

UNIT XI - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Assign Quaker Oats Kit, Unit VI
2. Discuss Quaker Oats Kit, Unit V
3. Give Test #4
4. Check your notes
5. Other

- UNIT XI - 3 HOURS

CUSTOMER RELATIONS AND PERSONAL APPEARANCE

I. Lecture Period - One Hour

A. Discuss customer relations and Personal Appearance

II. References

A. Unit V, Quaker Oats Kit

B. Carl Jackson Text, Page 10, 11, 14

C. Handout #2 and Handout #15, pages 2, 3, 4.

III. Final Examination

Test No. 4

IV. Self Study - Two one-half hour periods

Discontinue scale lessons in Carl Jackson Text. Give Test #4. Take the students into the store three at a time. Using a cart with 10 produce items, have them weigh them and enter the answers on Test #4. They should also know how to . . .

A. Turn on the scale light

B. Level the scale

C. Balance the scale to zero

V. ACURA-TOUCH - Two one-half hour periods

Continue with lesson 2.

UNIT XII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Human Relations
2. Produce Quiz
3. Check your notes
4. Other

UNIT XII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide
   a. Multiples
2. Check your notes
3. Other

- UNIT XII - 3 HOURS

HUMAN RELATIONS AND MULTIPLES

I. Lecture Period - One Hour

A. Discuss Chapter 9, "Your Attitude Is Showing."

B. Start students on multiples

II. References

A. Carl Jackson Text, pages 45 through 54.

B. Handout #49. Follow the steps of this handout for teaching multiples as the final examination is related to this handout. Carl Jackson is for your own reference.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

A. Start students on multiple exercises in the Carl Jackson Text, pages 87, 123, 147, 163, 179, 201, 209, 229, 243, 253. Follow instructions on handout #49 for working these problems.

B. The examples below should be of help to you in addition to the student handout #49.

Purchases will be either an odd number of units such as 3 cans, 5 cans, etc. Or even number of units such as 4 cans, 6 cans, 8 cans.

Rule A: Where units of the multiple are in even numbers, reduce the multiple to its lowest multiple and charge that price for that quantity. Example: 6 for 77. Six is an even unit, it can be reduced to 3, so 3 cans would sell for 1/2 of 77 rounded off to the nearest 10th of 1% - 39¢. Example: 8 for 73. Eight can be reduced to 4 so 4 would sell for 37¢. It can be further reduced to 2, so 2 cans would sell for 19¢.

Rule B: Even units such as 6 for 77¢ must be reduced to their lowest multiple before determining the price for purchases less than the lowest multiple. You do not find the price for one can or 2 or 3 cans by dividing 6 into 77¢.

Rule C: There is no problem with odd number units such as 5 for 77¢ or 3 for 77¢. Once again, remember to reduce even units to the lowest multiple. Now proceed. Here is the rule for determining the price of one or more cans that are less than the units of the multiple.

- UNIT XII - 3 HOURS

Example: 7 for 93¢ and the customer buys 4. Divide 7 into 93 to get a fraction, 13 2/7. The numerator 2 tells you how many cans sell for the rounded off price of 14¢, the rest sell for 13¢. So, the first 2 cans will sell for 14¢ each, the rest selling for 13¢ each.

Note: Handout #49 instructs students to learn two policies. Most stores follow policy "A" of this handout. In a later unit the students will develop an idiot sheet for those multiples presently in use by the cooperating supermarket.

In developing this idiot sheet use policy "A" only. Policy "A" is to be used during the role playing sessions at the end of the program.

In every multiple lesson, there are three columns. Price for one, two and three cans. Be sure the students enter the price for two or three cans as the case may be. Some students may enter the price for one can, then the price for the second and third can. This way they will have three single prices in a row.

Example: Correct Way	3-25	1	2	3
		9	17	25
Incorrect Way	3-25	1	2	3
		9	8	8

Produce: Be sure students go into the store and bring their idiot sheet up to date. Remember, this must be done once each day for the entire course. Role play price quiz.

V. ACURA-TOUCH - Two one-half hour periods

Continue lesson 2. By now you should notice that the students are no longer feeling their way, or seldom feeling their way. They should be moving slowly but accurately from number to number without searching for the keys by feel. We call this "finger confidence" or "educated fingers."

UNIT XIII - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. The grocery department, Quaker Oats Kit, Unit VI
2. Assign Unit VII, Quaker Oats Kit
3. Produce Quiz
4. Check your notes
5. Other

UNIT XIII -3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Follow your guide
   a. How to operate the cash register
2. Multiples Quiz
3. Teach Multiples

- UNIT XIII - 3 HOURS

THE GROCERY DEPARTMENT AND
HOW TO OPERATE A CASH REGISTER

I. Lecture Period -One Hour

A. Assign Unit VII, Quaker Oats Kit.
Lecture period will have to be continued into Unit XIV.

II. References

A. Unit VI, Quaker Oats Kit

B. Carl Jackson Text, Pages 1, 4, 5, 6

C. The Household Encyclopedia, Pages 489 through 504

D. Test No. 13 - For reference only at this time

E. Test No. 7 - For reference only at this time

F. Handout #41. Have students sketch layout of participating supermarket showing customer traffic pattern.

G. Store Manager

H. Carl Jackson Text, pages 207 and 208.

I. Carl Jackson Text, Pages 190, 219 through 226.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

The students can study the following pages in the Carl Jackson Text, 16 through 30 and 57 through 63, and 115, 116, 141, 177, 213. The other pages are less important. Most stores will not permit the checker to do all the operations listed but they should understand them. Stores generally will not permit checkers to take register readings or remove detail tape. Nor will they allow a checker to trip open a register drawer. The register must be rung even for "no sale." Personal explanation of the text can take place during the self study period.

Students should devote one self study period to multiple problems in the Carl Jackson text.

- UNIT XIII - 5 HOURS

V. ACURA-TOUCH - two one-half hour periods

A. Start students on lesson 4, exercise drills. This lesson is a combination of lesson 1 and 2. They will now be registering numbers the same as they would on the job. Go slowly - check for accuracy.

B. Now is the time to use receipt tape. The students should know how to . . .

1. Set the date
2. Put in receipt and detail tape
3. How to prevent and clear register jams
4. How to operate different types of registers
5. The complete list of things they should know at this time will be found on the following pages of Carl Jackson, 17, 20, 21, 22, 23, 24, 28, 57, 115, 116, 117, 118, 119, 120, 121, 141, 177, 193, 213.

C. Have the students ring one column, then total the column. If the total on the register receipt is not the same as shown in the exercise, have students check the receipt tape against the exercise, number for number, until they find their error. Do this with every receipt tape when the total is not correct. Accuracy is the name of the game. Speed will come with confidence. Slow them down every session.

UNIT XIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Human Relations
2. Produce Quiz
3. Ad Price Quiz
   a. Why? See Unit IX
4. Check your notes
5. Other

UNIT XIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide
   a. Pricing and stocking
2. Text No. 13
3. Ad Quiz here instead of Lecture I if short on time in Lecture I
4. Be sure to keep notes on your activities and always check them. Use page in guide
5. Other

- UNIT XIV - 3 HOURS

HUMAN RELATIONS AND
PRICING AND STOCKING

I. Lecture Period - One Hour

A. Continue Unit XIII

B. Assign Chapters 12 and 13, "Your Attitude Is Showing."

C. Discuss Pricing and Stocking

II. References

A. Handout #42

B. Store Manager

III. Final Examination

Test No. 13

IV. Self Study - Two one-half hour periods

A. Give a written test on produce prices. Select 20 best selling items,

B. Discuss what they have learned about produce from their daily checking of produce prices.

C. Continue multiples.

D. Students can also work on human relations Chapter 12 and 13, "Your Attitude is Showing." Check student manuals. Be sure section III, Quaker Oats Kit and section IV, human relations, are up to date. Students should have completed Unit VII of the Quaker Oats Kit. Be sure students go into the store and update the produce idiot sheet.

V. ACURA-TOUCH - Two one-half hour periods

Continue drills lesson 4. Check register tapes for accuracy.

UNIT XV - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Cover 1/2 of Meat Department Knowledge
2. Assign Quaker Oats, Unit VIII
3. Discuss Unit VII, Quaker Oats Kit
4. Check your notes
5. Other

UNIT XV - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Follow your guide
   a. Finish meat department
2. Produce quiz
3. Text No. 7
4. Multiples Quiz

- UNIT XV - 3 HOURS

MEAT DEPARTMENT

I. Lecture Period - One Hour

A. Students should know . . .

1. How to handle meat at the checkstand
2. Variety, grades, cuts of meat, poultry, fish and other items sold in the meat department
3. How shoplifters steal or change prices on meat
4. How to handle customer complaints (store policies)

B. Assign Unit VIII, Quaker Oats Kit

II. References

A. Meat Department Manager

B. Quaker Oats Kit, Unit VII

C. Wall Charts for Beef, Pork, Lamb, Item VII, Instructor's Reference Texts.

D. 101 Meat Cuts, Item VI, Instructor's Reference Texts

E. The Household Encyclopedia, pages 455 through 471

F. Handouts No. 27 through 31

III. Final Examination

Test No. 7

IV. Self Study - Two one-half hour periods

A. Arrange with manager for a tour of the meat department.

B. Be sure students are prepared to ask questions.

C. Prepare the manager ahead of time so that he will point out the important things he wants your checkers to know so this will be a learning experience.

D. Continue lessons on multiples, Carl Jackson Text.

- UNIT XV - 3 HOURS

V. ACURA-TOUCH - Two one-half hour periods

Start lesson 3. With the hand in the correct position on the keyboard, the five keys such as $5, 50¢ and 5¢, become the middle or dividing line between the top and bottom of the keyboard. It is only natural therefore, that the thumb should ring all single keys below 5 and the index finger all single keys above 5. It is necessary to allow some flexibility due to the different sizes of hands. Here is the rule . . .

The 5 keys are the dividing line. Under no circumstances must the thumb be allowed to ring a key above 5. Also, the index finger is not permitted to ring a key below 3. This allows the student a reasonable degree of flexibility without moving the hand from the correct position on the keyboard.

UNIT XVI - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Human Relations
2. Produce Quiz
3. Multiples
4. Discuss Quaker Oats Kit, Unit VIII
5. Assign Quaker Oats Kit, Unit IX
6. Check your notes
7. Other

UNIT XVI - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Give tests 5 and 19
   a. Allow students 1/2 hour for each test
   b. If necessary test time could exceed 1/2 hour by using self study time

- UNIT XVI - 3 HOURS

HUMAN RELATIONS

I. Lecture Period - One Hour

A. Assign human relations, Chapters 14, 15, 18, "Your Attitude is Showing." This concludes the study of human relations. Have the students express their attitudes on human relations and how they plan to use it on the job. You should have a good discussion on this subject and how it relates to on-the-job situations.

B. Be sure student manuals are up to date.

II. References

III. Final Examination

Test No. 19

IV. Self Study - Two one-half hour periods

A. Continue multiple lessons in Carl Jackson Text.

B. Have students go into the store and bring produce idiot sheet up to date. You should have an oral quiz on produce prices. Have each student take a turn at playing the role of a customer and pick three produce items for another student to call correctly.

V. ACURA-TOUCH - Two one-half hour periods

A. Start students on lesson 5. The same basic rules for hand position apply to lesson 5 as they did for lesson 3.

B. This lesson teaches how to ring matching numbers. Example: 11, 22, 33, 44, 55, 66, 77, 88, 99.

C. For matching numbers 55 to 99, use the index and middle finger. The index finger rings the keys on the dime column and the middle finger rings the keys on the penney column. Push both keys simultaneously.

D. For matching numbers 11 to 44, use the thumb. Place the thumb so that it rests evenly on both keys. Push both keys simultaneously.

E. In lessons 1 and 2, only the thumb and index finger were used for all numbers. This lesson offers the student an option when ringing numbers above 55.

UNIT XVII - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Cover first half of vegetables
   b. Be sure to cover all test items as well
2. Check your notes
3. Other

UNIT XVII - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Follow your guide
   a. Cover second half of vegetables
2. Give Test #2
3. Produce Quiz
4. Assign ad memory. Use ad from participating supermarket

- UNIT XVII - 3 HOURS

THE PRODUCE DEPARTMENT

I. Lecture Period - One Hour

A. You should devote this unit, plus unit XVIII to the produce department

B. Cover vegetables in this unit, and fruit in Unit XVIII

C. Students must know . . .

1. How to care for produce at checkstand
2. How each item is sold
3. Where grown
4. Time of year available
5. Characteristics of each item
6. How cooked or served
7. How produce is displayed
8. How produce is cared for in the produce department

D. Using Handout #37, have students prepare a complete list of items sold in the produce department.

E. Using Handout #39 and entering items on Handout #37, have students learn the knowledge required on Handout #37. Example: Grapefruit.

1. Requires average care at checkstand
2. Sold by the bag, pound or each
3. Grown in California, Arizona, Texas and Florida
4. Grows in Florida during the winter season, Texas during the winter season, Arizona during the summer season, California during the summer season. There is an overlap of the season, of course. If you investigate, you can be more specific as to fall and spring.
5. Characteristics:

a. Florida: Famous for its Indian River grapefruit. Grown in the Indian River Valley on the east coast of Florida. Considered by consumers generally, as the best there is. Originally pink, it does not have the strong grapefruit flavor some consumers refer to as sour.

b. Texas: Best known for Texas Pink Grapefruit. Generally considered an imitation of Indian River and not of such high quality.

c. Arizona: Generally white, it usually has a thick skin. It is also considered pourest in quality and usually is less expensive.

- UNIT XVII - 3 HOURS

d. California: This variety of grapefruit is pink and white. It is the most famous and is considered best of all kinds by the true grapefruit gourmet. The brand, Coachella Valley, grown in the valley of the same name. It has a genuine grapefruit flavor.

6. Usually grapefruit is used as a breakfast fruit. But it can also be used in other ways, have students offer suggestions.

F. Follow this same procedure with every item sold during a 12-month period in the produce department. Remember, you are educating a professional checker not a cashier, and knowledge + skill = a professional checker.

G. Be sure to check on student manuals to determine if students are properly filing their work in the proper sections of the manual. Students must keep their manuals up to date as you move along. These manuals are a very important part of the total program.

H. Assign Unit 9, Quaker Oats Kit.

II. References

A. Unit 8, Quaker Oats Kit

B. Handouts #35, 37, and 38

C. Produce Manager

D. Household Encyclopedia Pages 477 - 489.

E. Blue Goose Buying Guide.

III. Final Examination

Test No. 2

IV. Self Study - Two one-half hour periods

Continue with multiple lessons

V. ACURA-TOUCH - Two one-half hour periods

A. Start students on exercise drills 6, 7, 8, 9

B. Have the students ring each column no more than three times, then move on to the next column going through lessons 6 through 9.

- UNIT XVII - 3 HOURS

C. After completing lesson 9, start over again with lesson 6.

D. If student totals are not correct, have them slow down and get correct totals. Accuracy is the name of the game.

E. Be sure students check tapes to locate errors.

F. Some totals are purposely incorrect to determine if the students are checking tapes.

UNIT XVIII - 3 HOURS 180 HOUR COURSE

- -

LECTURE I:

1. Cover first half of fruit
2. Check your notes
3. Other

UNIT XVIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Cover second half of fruit
2. Produce quiz
3. Multiple quiz

- UNIT XVIII - 3 HOURS

PRODUCE DEPARTMENT

I. Lecture Period - One Hour

A. Continued from Unit XVII

B. Cover fruit and miscellaneous items in this unit

II. References

The same as in Unit XVII with Handouts #36 and 38

III. Final Examination - None

IV. Self Study - Two one-half hour periods

Continue multiple lessons in Carl Jackson Text

V. ACURA-TOUCH - Two one-half hour periods

Continue ACURA-TOUCH drills, lessons 6 through 9.

UNIT XIX - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Dairy department
   b. Frozen foods
2. Check your notes
3. Other

UNIT XIX - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Discuss Unit IX, Quaker Oats Kit
2. Assign Unit X, Quaker Oats Kit
3. Give Test #2
4. Give Ad test

- UNIT XIX - 3 HOURS

DAIRY - FROZEN FOODS

I. Lecture Period - One Hour

A. Assign Units 9 and 10, Quaker Oats Kit.

II. References

A. Unit 9, Quaker Oats Kit

B. Unit 10, Quaker Oats Kit

C. Handouts #32 through 34

D. Store Manager

E. Household Encyclopedia, Pages 472 through 477.

III. Final Examination - Test No. 8

IV. Self Study - Two one-half hour periods

Give human relations Test No. 2

Discontinue multiple problems in Carl Jackson Text.

Have the students (in teams of six) go into the supermarket and make a list of all multiples. Divide the store into sections so each student will do one area to save time. Have your students compare their lists and remove duplications so that they have one list of store multiples without duplications. Applying what they have learned, have them make a multiple price idiot sheet. Have each student make her own idiot sheet working independently of the others. When each student has completed this assignment, have them compare their sheets with each other for accuracy so that all sheets are identical.

Use Handout #21 for preparing this idiot sheet on store multiples.

Your students should know . . .

1. When they go to work for the first time that they must prepare an idiot sheet of store multiples.
2. How to determine the unit prices for the idiot sheet.
3. That they must remember these multiple prices so that they can give prompt accurate customer service.

- UNIT XIX - 3 HOURS

V. ACURA-TOUCH - Two one-half hour periods

Discontinue the ACURA-TOUCH Handout drills and lessons. Start the students on the cash register drills in the Carl Jackson Text. The students will now learn to use department keys and ring simulated grocery orders. Have them ring meat, produce and groceries only. Have them check the register tape with the drill to determine whether or not they have rung prices and departments correctly. Disregard the time and grades shown with these drills. Accuracy is the name of the game. Impress this on your students, slow down. Do each drill once, then move on to the next drill. After all drills have been completed, start over and do them again until the student can ring each drill correctly.

Have students practice cash register drills on the following pages in the Carl Jackson Text, 56, 107, 146, 165, 176, 200, 227, 242. DO NOT DO THE OTHER DRILLS.

On those registers where the department keys are located to the upper right of the keyboard, the students are to push these keys with the middle finger. On the SWEDA Power Penney, the department keys are to be pushed with the thumb of either hand whichever is most convenient for the student.

If the student is interested in determining her level of competency on the cash register, she should be capable of doing these drills with no mistakes in twice the time shown. The mobile school is an accelerated program. The drill time shown applies to permanent centers where the course of instruction is longer. The level of competency of a graduate of the mobile school will be 100% accuracy within the time limit of final examination Test No. 1. The student will pick up speed rapidly on the job as confidence develops and they have more time on the register. Some students may do these drills in the time shown. Remember, it is accuracy first, speed second.

UNIT XX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Bakery Department

2. Discuss Unit X, Quaker Oats Kit

3. Produce Quiz

4. Assign Unit XI, Quaker Oats Kit

5. Check your notes

6. Other

UNIT XX - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Follow your guide

   a. Other departments

2. Test #20

3. NOTE: Under other departments, be sure to cover the importance of the wine department. Knowledge of wine, cooking wines, etc.

- UNIT XX - 3 HOURS

BAKERY AND OTHER DEPARTMENTS

I. Lecture Period - One Hour

II. References

A. Units 11 and 13, Quaker Oats Kit

B. Handouts #24 through 26

C. Manager of in-store bakery

D. Store Manager

III. Final Examination

Test No. 20

IV. Self Study - Two one-half hour periods

A. Have students bring produce idiot sheets up to date. Role play customer-checker situation to determine if the students know produce prices.

B. Students should complete the multiple price assignment given in Unit XIX. They will each have a multiple price idiot sheet that is identical with each other. Have them role play with each other, one a customer and one a checker, to determine how many multiples they can remember.

V. ACURA-TOUCH - Two one-half hour periods

Continue cash register drills in the Carl Jackson Text. Check register tapes for accuracy.

UNIT XXI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide

   a. Front end

2. Check your notes

3. Other

UNIT XXI - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Discuss Unit XI, Quaker Oats Kit

2. Assign Unit XII, Quaker Oats Kit

3. Produce Quiz

4. Tests #14 and 16

5. Students should start doing time tests in Carl Jackson Text for cash register using ACURA-TOUCH.

   a. Suggest drills on pages 107-122-146-165-176-200-212-227-242-252-275. Have students do these drills in order listed. Time each student on each drill. Have students complete two drills each day of this week.

- UNIT XXI - 3 HOURS

THE FRONT END

I. Lecture Period - One Hour

A. Explain the advantages and disadvantages of the following items . . .

1. Multiple prices - trend in some areas to single unit pricing

2. Front end merchandising

3. Split "L" Checkstand

4. Automatic Checkstand

Note: These should be explained from the point of view of the checker, the customer, the owner.

B. Students must know . . .

1. How to work efficiently in a Split "L" Checkstand to minimize fatigue and increase accuracy

2. How to work in an automatic checkstand to increase accuracy

3. Responsibilities for supplies, cleanliness, maintenance, and equipment, etc.

II. References

A. Handouts #3, 4, 15, 45, 48

B. Unit 12, Quaker Oats Kit

C. Carl Jackson Text, Pages 71 through 78, 133, 137 through 140

III. Final Examination

Tests No. 14 and 16

IV. Self Study - Two one-half hour periods

Continue with memory development of in-store multiples. Checkers have to know multiples. They do not have time when checking to work math problems. It is more difficult to memorize multiples in the classroom than it is on the job. They must recognize that they have the responsibility to remember multiple prices. The classroom offers the opportunity to develop the self discipline and know how required to memorize multiples.

- UNIT XXI - 3 HOURS

V. ACURA-TOUCH - Two one-half hour units

Continue cash register drills, Carl Jackson Text. Check tapes for accuracy.

INSTRUCTOR'S NOTE: References for Units XXI, XXII, XXIII, XXIV, will be found in Carl Jackson Text, Lessons IV, V, VII, IX, X, XII.

UNIT XXII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Posting the ledger
2. Check your notes
3. Other

UNIT XXII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Produce Quiz
2. Give ad assignment
3. Test No. 12
4. Other

- UNIT XXII - 3 HOURS

POSTING THE LEDGER

I. Lecture Period - One Hour

A. The students should know that the form used in class will not be the same as on the job, that different stores use different forms and different procedures but all stores require that the checkers post a ledger in accordance with their store policy.

B. After you have instructed the class on how to post every entry, role play with you being the customer. Have the students fill out the ledger form covering every type of situation. Do this until students know how to post every entry accurately and rapidly.

C. Use ledger sheets, Handout #17. Also use correction sheets from one or more of the leading supermarkets in your area so the student will learn how different supermarkets correct checker errors, etc.

II. References

A. Handouts #16 and #44.

B. Carl Jackson Text, Pages 97 through 104, 133 through 139.

III. Final Examination

Test #12

IV. Self Study - Two one-half hour periods

A. Produce idiot sheet must be brought up to date. Role play to determine students' knowledge of prices.

B. Role play, posting the ledger. Instructor can be the customer. Students may take turns being the customer.

V. ACURA-TOUCH - Two one-half hour periods

Continue cash register drills, Carl Jackson Text. Check register tapes for accuracy. Are the students calling the prices?

UNIT XXIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. How to cash checks
2. Check your notes
3. Other

UNIT XXIII - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Discuss Unit XII, Quaker Oats Kit
2. Assign Unit XIII Quaker Oats Kit
3. Produce Quiz
4. Multiple Quiz
   a. Use Multiples from participating supermarket

- UNIT XXIII - 3 HOURS

HOW TO CASH CHECKS

I. Lecture Period - One Hour

A. Limit of financial responsibility

1. Some stores will not allow checkers to cash any checks
2. Some stores allow personal checks only
3. Some stores limit the amount of change a checker can give. Example: Some stores do not allow a checker to give a customer more than $5 above the amount of the purchase. Explain why.

B. Customer identification

C. Checker identification. Most stores require that a checker identify check accepted as follows: On the top of the check usually in the middle, there is a blank area where identification can be entered as shown below.

1 | 20.00
15.95 | bam

One is placed in the upper left corner (this is the checkstand number), $15.95 is the amount of purchase, $20.00 is the amount of the check, bam is the initial of the checker.

D. Post-dated checks are not acceptable. Explain.

E. Outdated checks are not acceptable. Explain.

F. Second party checks are not acceptable. Explain.

G. Signature, phone, address, not acceptable. Explain.

H. Amounts agree. Read the check.

I. Other. Once you have instructed the students, role play with you as the customer. Have students write checks according to your instructions, ask if they will accept a check. Use Handout #19.

J. Food Coupons

1. Have a store manager talk on food coupons
2. Have a representative from the United States Department of Agriculture talk on the food coupon program.
3. Teach them how to handle food coupons and food coupon customers.
4. Give students role playing learning activities using simulated food coupons.

K. Manufacturer's Coupons - Store Coupons

1. Have a store manager talk on these coupons
2. Give students role playing, learning activities using these coupons.

- UNIT XXIII - 3 HOURS

II. References

A. Test No. 10, reference only at this time.

B. Handout #43

C. Carl Jackson Text, Pages 171 through 175.

III. Final Examination - None

IV. Self Study - Two one-half hour periods

A. Give a memory quiz on store multiples. Role play with you as the customer.

B. Using Handout #20, have the student make an idiot sheet for ad prices on the day the ads come out.

C. Using Handout #18, have students make idiot sheet for unmarked prices.

SPECIAL NOTE: Students must learn that investigate + remember = correct prices at checkstand. You cannot stress this too strongly. Have the students do it daily. Investigate + remember . . .

1. Produce prices (they have been doing this daily)

2. Ad prices

3. Multiple prices

4. Unmarked prices

V. ACURA-TOUCH - Two one-half hour periods

Continue cash register drills in the Carl Jackson Text.

UNIT XXIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE I:

1. Follow your guide
   a. Bagmanship
2. Produce Quiz
3. Check your notes
4. Other

UNIT XXIV - 3 HOURS OF 180 HOUR COURSE

- -

LECTURE II:

1. Final review
   a. Review tests #10,15,18,17,9
2. Ad Quiz
3. Unmarked item Quiz

- UNIT XXIV - 3 HOURS

BAGMANSHIP, FINAL INSTRUCTIONS
AND REVIEW

I. Lecture Period - One Hour

A. Proper bagging

B. Store policies. Go through Handout #4 covering any items missed. Student should be instructed that when he goes to work he must take Handout #4 with him and go over every item with the store manager. Be sure he is instructed to write down the store policy for each item.

C. Cash register operation.

II. References

A. Handout the Crown Zellerbach Paper Company booklet, "Bagmanship."

B. Crown Zellerbach Paper Company Flip Chart, Plastic Sleeve, etc.

C. Lesson 18, Carl Jackson Text.

D. Lesson 6, Carl Jackson Text.

E. Carl Jackson Text, Pages 141 through 145.

F. Test No. 5, for reference only at this time.

G. Handout #47.

III. Final Examination

Acura-Touch, Test No. 1

IV. Self Study - Two one-half hour periods

Proper Bagging

A. Preparation - Have a cart of groceries and bags

B. Refer to Crown Zellerbach Paper Company Kit on "Bagmanship"

C. Demonstrate correct bagging procedure.

D. Select two students to demonstrate the procedure. It is not necessary to have all students practice at this time. They will have this opportunity during the next six units.

- UNIT XXIV - 3 HOURS

Students can devote any extra time reviewing for the remaining competency tests.

Check student manuals. If the Quaker Oats Units are not completed, be sure they are instructed to complete them and turn them in for your OK no later than Unit XXVIII.

V. ACURA-TOUCH - Two one-half hour periods

Start giving the ACURA-TOUCH Test No. 1

Have all of the students practice these tests. Give the students several opportunities to pass the test which does not need to be taken consecutively. If the student fails the first time, have him practice before taking the test the second time. Students may become very nervous about this test which will cause them to fail. Here are two suggestions that will prove helpful.

A. Do not stand close and watch them.

B. Have three at a time start practicing the test. Without their knowledge, start timing them one at a time. In other words, give them the test without them knowing they are being tested, if you can.

UNIT XXV - 3 HOURS OF 180 HOUR COURSE

LECTURE I:

1. Follow your guide
   a. Review Handout #23
2. Discuss Unit XIII, Quaker Oats Kit
3. Give Tests #10,15
4. Check your notes
5. Other

UNIT XXV - 3 HOURS OF 180 HOUR COURSE

LECTURE II:

1. Give tests no. 18,17,9
2. Assign Unit XIV, Quaker Oats Kit

NOTE: Students should have completed ACURA-TOUCH Tests.

- UNIT XXV - 3 HOURS

FINAL REVIEW AND TESTING

I. Have students prepare idiot sheet for unmarked items in grocery department. Use Handout #18. Prepare this the same as you did for multiples.

II. Types of checkers. Use Handout #23. Review this handout.

III. Final Examinations

A. Test No. 10

B. Test No. 15

C. Test No. 18

D. Test No. 17

E. Test No. 9

F. Test No. 5

UNITS XXVI thru XXX
3 HOURS OF 180
HOUR COURSE

- -

ROLE PLAYING

1. Follow your guide

2. Handout #59 should be used. Each student customer is to use this Handout to grade the student checker and bagger. When the student customer has satisfactorily graded the student checker and bagger, the student customer is to turn the grade sheet in to the instructor.

3. The instructor should check an order through on each student as checker and bagger. Use Handout #59 to grade the students.

- UNITS XXVI THROUGH XXX - 3 HOURS

FRONT-END OPERATION
(Role Playing)

PREPARATION:

A. Convert the classroom to three checkstand laboratories. (for mobile school)

B. Borrow three grocery carts from participating supermarkets and arrange for using merchandise from the store. (for mobile school)

C. Have students, in teams of two, take turns each class unit selecting a typical grocery order. Include items from all departments. A word of caution -- do not use items from the meat, produce and dairy departments that are highly perishable. Examples: tomatoes, fresh meats, milk. (for mobile school)

D. Have each student bring to class $5 in change and bills so that each cash register will have the same amount of money in the bank for making change. Have a generous supply of checks (Handout #19) to be used for paying for purchases.

E. Students must have produce idiot sheet, multiples idiot sheet, ad idiot sheet.

F. Students have ledger sheets enough for one ledger sheet per student for each class session.

G. A supply of correct sized bags. The two largest sized bags are needed plus smaller bags used for meat and perishables.

ROLE PLAYING:

A. The instructor is the store manager.

B Assign three students to each checkstand. You will have to arrange with the participating supermarket to use one checkstand as often as possible. When it is not possible, assign one student to each checkstand as an observer.

C. One student is the customer, one the checker, one the bagger.

D. Have each student check out the order once, then rotate positions. The customer will become the checker, the checker will become the bagger, and the bagger will become the customer. If an observer is being used, fit her in to a four man team instead of a three man team.

E. Have the observer or the customer make notes of the mistakes made by the checker and the bagger. These notes can be turned in to you at the end of each three-hour session to guide you in lending assistance.

F. Number the carts 1, 2, 3, etc. When each student in a team has checked the order once, rotate the carts with the other teams.

G. Manager responsibility. Supervision and control of the front end so that your checkers and baggers are working at top performance, in accuracy and speed.

H. The ledger sheet must be posted correctly. Bottle returns, refunds, overrings, department errors.

I. Checks must be accepted in accordance with store policy.

J. Customer complaints must be handled in accordance with store policy.

K. Bagger must bag correctly.

L. Checker must use proper procedures. Refer to Handout #3. Also, the checker must use proper procedures in handling the merchandise.

1. Check by departments
2. Group multiple-priced items
3. Care of merchandise.

M. Personal Appearance

N. Customer relations - Human relations.

O. Store policies. Examples: When must they call the store manager regarding cashing checks, refunds, exchanges, customer complaints.

P. Speed - approximately 1/2 the speed of a good checker.

Q. Bank must be balanced and accurate before and after each 3 Hour session.

R. Register date on receipt tapes must be accurate.

S. Departments must be registered correctly. Multiple priced items must be registered correctly. Coupons and food stamps must be handled correctly.

T. Ad prices and produce prices must be correct.

U. Produce knowledge of any item as covered in the course of instruction.

- UNITS XXVI THROUGH XXX

STUDENT MANUAL:

A. The student manual must be completed by UNIT XXVIII.

1. Diploma and resume

2. Section of the manual must contain all handout materials.

3. Section two of the manual must contain all test materials.

4. Section three of the manual must contain a short essay plus answers to the Quaker Oats Kit Units.

5. Section four of the manual must contain a short essay of each chapter covered in the text, "Your Attitude is Showing."

6. Section five of the manual must contain notes clearly identified covering areas not covered in the above four sections. Examples: checks, handling money, posting the ledger, how to use the scale, bagging, how to operate the register, store policies, front end procedures, shoplifting, etc.

7. Student notes.

VISUAL OBSERVATION TESTING:

A. Use handout #55, rate students in column 1. In giving a rating consider the written test plus your visual observation of student performance during the role playing simulated checker experience. Maximum rating of 50 points allowable for each competency.

APPENDIX A

Handout #1

A. J. ("Nick") Nichols
Vice President of Sales Personnel
Kellogg Sales Company
Battle Creek, Michigan

> "We are not too concerned about what you are being taught nor are we too concerned about what you will learn. But we would hope that your involvement here will make you aware of the necessity to change and to improve. And that you will be willing to admit that what you know could be wrong, and that you do not know all that you should know."

The quote above was taken from a conversation between Wally Riggs and Nick Nichols at a banquet hosted by the Kellogg Company for the students attending the WMU Checker School in September, 1968. It is printed here with his permission.

THE WASHINGTON STATE VOCATIONAL EDUCATION MOBILE CHECKER TRAINING PROGRAM is dedicated to finding a way, through continuous research and improvement, to serve the customer more accurately, more promptly and more courteously at less cost to the store owner.

And, most important of all, we are dedicated to the proposition that those unemployed who can profit from it should have an opportunity to secure a good education so that they may acquire a marketable skill.

Handout #2

I AM YOUR CUSTOMER

I AM YOUR CUSTOMER! You often accuse me of carrying a chip on my shoulder, but I suspect this is because you do not entirely understand me. Isn't it normal to expect satisfaction for one's money spent?

Ignore my wants and I simply will cease to exist. Satisfy those wants and I will become increasingly loyal. Add to this satisfaction any personal attention and friendly touches you can dream up -- and I will become a walking advertisement for your services.

When I criticize your products or service, which I will certainly do when I am displeased and to anyone who will listen to me, take heed. I'm not dreaming up displeasure -- the source of it lies in something you have failed to do to make our experience as enjoyable as I had anticipated. Let's first find that source and eliminate it or you will lose me and my friends as well.

I'm much more "sophisticated" these days than I was a few years ago. I have grown accustomed to better things, and my needs are more complex. I am perfectly willing to spend more money with you. (I have more money to spend), but I insist on good service from you.

I am, above all, a human being. I am sensitive -- especially when I am spending money. I can't stand being snubbed, ignored or looked down upon. I am proud. I am proud! My ego needs the nourishment of a friendly, personal greeting from you. It is important to me that you recognize my importance -- that you appreciate my business. Remember, when I buy your groceries, my money is figuratively feeding you.

Whatever my personal habits might be, you can be sure of this -- I am a real nut on the type of service I receive. If I detect signs of carelessness or other bad habits, ill manners or misconduct, you won't see me again.

I am your customer now, but you must prove to me again and again that I have made a wise choise in selecting your store over others. And you must convince me repeatedly that being your customer is a desirable thing in the first place. I can, after all, spend my money elsewhere. But you must provide something extra in service -- something superior enough to beckon me away from other places where I might spend money. You must provide the incentive for me to do business with you.

DO WE UNDERSTAND EACH OTHER?

Handout #3

CHECKING PROCEDURES

THESE PROCEDURES MUST BE FOLLOWED. YOU WILL BE TESTED REGULARLY THE FIRST FOUR WEEKS ON THE JOB, INTERMITTENTLY THEREAFTER.

CALL ALL PRICES

1. Before starting to check an order ask the customer if she found everything.
2. If you are not going to bag the order and you will need a box boy -- call him now.
3. Do not encourage conversation while checking. If the customer insists on talking, stop checking.
4. Group check by departments as far as you can go. Do not hop around from one department to another, checking single items.
5. When necessary to remove your hand from the register, locate home position before resuming checking.
6. When an error is made stop checking at once and correct the error on your correction sheet.

CALL ALL PRICES

7. When sale is completed, count the change to yourself as it is removed from the register. Then count it to your customer.
8. SMILE -- Treat your customer as you would a guest in your home. If she doesn't come back we won't have a home.
9.

10.

Handout #4

CHECKING PROCEDURES

LEARN STORE POLICY

- Personal Appearance
- Gum Chewing
- Smoking
- Work Schedule
- Union Requirements
- Pay Schedules
- Benefits
- Personal Checks
- Payroll Checks
- Government Checks
- Coupons
- Food Stamps
- Bottles
- Refunds
- Exchanges
- Customer Complaints
- How and who to call when you need assistance
- Other

Find the answers to store policy from the store manager and write below or on referse side.

Handout #5

E N T H U S I A S M ! !

I am the greatest builder in the world, I am the foundation of every triumph. I am the dynamo of human action. No matter what your position is, I can better it. My name is ENTHUSIASM.

I change the conditions of man and the destinies of nations. No one is proof against my power -- ENTHUSIASM.

Put me to work within your mind and I will harness such ENTHUSIASM to your work that no force can block the road to your success.

Sink me deep within your mind, then draw upon my power. Use it well and you will become irresistible and every obstacle will be overcome, making your progress safe and your success assured.

Do not be afraid to use me. I am catching, and when you show me to the world, all mankind stand in admiration and lend their efforts to your support.

ENTHUSIASM brings success to you on a platter of gold, Breed me in your thoughts, graft me to your mind and I will show you a power so great that you will shout and laugh for joy. You see the way to the actual realization of your good ambition and every doubt and fear will be lost in the echo of your rejoicing certainty.

I can say to yonder barren plain: "Become a city" and it becomes a city. I can put glory into the meanest work and out of the lowest occupations create unheard of opportunities.

Will all your getting, get me, ENTHUSIASMS! I will take you soaring to heights undreamed of, and give you great rewards for honest labor. Grapple me to your heart with hoops of steel, for I am Master of Love, Confidence, Content and Riches. I am the unfailing guide to your Success. Forget me not. Put me in your mind today, now, and feel the impulse of my Power. Think my thoughts and I will touch whatever you do with my magic wand of gold. Use me, ENTHUSIASM!

Handout #6

WHAT DO CHECKERS SAY ABOUT ACURA-TOUCH

I am less concerned with the cash register. I can devote more attention to my customer.

* * * * * * * * *

The ACURA-TOUCH method reduces the number of things that I must watch. The operation of the register becomes automatic. I handle the merchandise with more care, faster and watch the prices with ease. My eyes are on the merchandise instead of the register.

* * * * * * * * *

I feel more confident and competent. I know that I am doing a better job.

* * * * * * * * *

The ACURA-TOUCH system cuts frustration and fatigue. I make fewer mistakes and enjoy my work more.

* * * * * * * * *

I realize I am one of an elite group. Among the first in the state to learn this new way to check. I am proud of myself and what I can do.

* * * * * * * * *

No more skinned knuckles or broken fingernails to irritate me. I can now watch what my left hand is doing.

* * * * * * * * *

This is the greatest thing for me since the pill!

* * * * * * * * *

I never realized how many times I twisted my neck in an eight hour day.

* * * * * * * * *

Since all the checkers in our store learned ACURA-TOUCH, things are running smoother.

* * * * * * * * *

We still have problems but they are easier to solve - fewer of them and a lot less griping.

* * * * * * * * *

Why didn't someone think of this sooner?

* * * * * * * * *

RHYTHM METHOD OF REGISTER KEY MANIPULATION

There is nothing new about the rhythm method of key manipulation. It is as old as musical instruments operated by keys such as the saxaphone, accordian, piano, etc. It has been widely used for years on office machines and in industrial production.

Adapting this method of key manipulation to the modern supermarket cash register is a new innovative improvement in checker accuracy. It usually requires from 10 to 20 hours to learn this skill. Some have learned to do this in as little as 4 hours. Learning this skill is one thing -- developing this skill so that it is a permanent habit is another. Individuals who have not learned to work with their fingers instead of their eyes usually require 6 to 8 weeks at 40 hours a week in a checkstand to develop this skill as a permanent habit.

It is a proven fact that the fingers are more accurate and faster than the eyes. Anyone familiar with musical instruments, office machines and industrial production recognizes the validity of this statement.

Scientifically conducted tests under rigid controls have shown that a checker using the rhythm method check has a reduction in error frequency of 46%, a reduction in net dollar loss of 48% and an increase in productivity of 10%. A supermarket doing a 2 million dollar volume yearly will add $3,600.00 annually to net profits using this method in it's front end operation.

The goal of our program of education and training is to secure a larger share of the consumer dollar for the food industry in Washington State at less cost to the food retailer and a larger net profit.

The brain is much like a computer. That is, it directs the action of the body as a result of information fed to the brain from eye, ear and touch. To ring numbers correctly, the fingers must learn the keyboard. This information is fed to the brain. When a number is called the ear feeds this information to the brain which in turn directs the fingers to push the correct keys. You must call the numbers to be rung on the register loud enough for the ear to hear and feed this message to the brain. This reinforces the information fed to the brain by the eyes. For the best accuracy and efficiency plus the best customer service, the checker's focus of attention must be on either the merchandise the left hand is handling or on the customer. To do this the checker cannot focus his attention on the register as being done today by most checkers and taught today by most checker schools. Only by learning the ACURA-TOUCH method of register manipulation will you become truly a professional checker.

Handout #8

THE FAULT DEAR BRUTUS, IS NOT IN OUR STARS

BUT IN OURSELVES

William Shakespeare

IF I POSSESSED A SHOP OR STORE

"If I possessed a shop or store, I'd drive the grouches off the floor, I'd never let some gloomy guy offend the folks who want to buy. I'd never keep a boy or clerk with mental toothache at his work; Nor let a man who drew my pay drive customers of mine away. I'd treat the man who takes my time and spends a nickel or a dime; with courtesy, and make him feel that I was pleased to close the deal. Because tomorrow, who can tell, He may want the goods I have to sell; and in that case, then glad he'll be to spend his dollars all with me. The reason people pass one door to patronize another store, is not because the basic place has better silk or gloves or lace; or cheaper prices, but it lies in pleasant words and smiling eyes. The only difference I believe, is in the treatment folks receive."

--Edgar A. Guest

Handout #10

VALUE OF A SMILE

It costs nothing but creates much.

It enriches those who receive without impoverishing those who gave.

It happens in a flash and the memory of it sometimes lasts forever.

None are so rich that they can get along without it and none so poor but richer for its benefits.

It creates happiness in the home and fosters good will in business.

Yet it cannot be bought, begged, borrowed or stolen.

It is something that is no earthly good to anybody until it is given away.

If at times you meet someone who fails to give you a smile, may I ask that you give one of your own?

For nobody needs a smile as much as those who have none left to give.

Handout #11

CAN YOU FOLLOW DIRECTIONS?

This is a timed test -- You have three minutes only.

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an "X" in each square.
6. After the title, write "YES, YES, YES."
7. Put a circle completely around sentence under seven.
8. Put an "X" in the lower left corner of this paper.
9. Draw a triangle around the "X" you just put down.
10. On the back of this paper, multiply 703 by 66.
11. Draw a rectangle around the word "CORNER" in sentence four.
12. Loudly call out our first name you get this far along.
13. If you think you have followed directions carefully to this point call out "I HAVE".
14. On the reverse side of this paper, add 8950 and 9805.
15. Put a circle around your answer, and put a square around the circle.
16. In a loud speaking voice, count from ten to one, backwards.
17. Punch three small holes in the top of this paper, with your pencil.
18. If you are the first person to reach this point, loudly call out, "I AM THE FIRST PERSON TO THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS."
19. Underline all even numbers on the left side of this paper.
20. Loudly call out "I AM NEARLY FINISHED. I HAVE FOLLOWED DIRECTIONS."
21. Now that you have finished reading everything carefully, do only sentences one and two.

Handout #12

Name (Print)_____

Address_____

Phone_____Male____Female____Age_____

Married___Single___No. of Children___Ages___ ___ ___ ___ ___

I

The last kind of work I did was_____

II

What I liked most about this work was_____

III

What I liked the least about this work was_____

IV

Why did you quit or get layed off?

Handout #13

NAME (PRINT LAST NAME FIRST) _____ DATE _____

MEMORY TIME 5 MINUTES TEST TIME 5 MINUTES

PRODUCE PRICES

ITEM	PRICE	SCORE
Lettuce		
Cucumbers		
Tomatoes		
Radishes		
Celery		
Carrots		
Rhubarb		
Celery		
Cauli		
Bagos		
Asparagus		
Broccolli		
Spinach		
Cabbage		
Apples		
Oranges		
Grapes		
Bananas		
Grapefruit		
Dry Onions		
5 Points Each Correct Answer	Total Score	

Handout #14

NAME (PRINT LAST NAME FIRST) _____ DATE _____

MEMORY TIME 5 MINUTES TEST TIME 5 MINUTES

ADVERTIZED ITEMS

Item at Regular Price	Ad Price	Score	
		Wrong	Right
Ice Cream			
Coffee			
Mayonnaise			
Margerine			
Oxydol			
Shake N Bake			
B & M Beans			
Tuna			
Del Monte Peas			
Del Monte Corn			
Peaches			
String Beans			
Tomatoes			
Paper Napkins			
Crisco			
Clorox			
Crackers			
Canned Dog Food			
Corn Flakes			
5 Points Each Wrong 5 Points Each Right	Total Score		

*Use 10 Ad Items

SOME GENERAL GUIDELINES FOR ALL STORES

Our Company: You are part of the Thrifty Food team, and you should develop the habit of saying "we" rather than "I" or "they." It is our company and to talk to a consumer or fellow employee without the "we" attitude does not indicate a cooperative spirit.

HOUSEKEEPING: Neatness, order and cleanliness are important for many reasons: health, safety, appearance, etc. It is everyone's job to pick up any loose paper and debris.

THE GOLDEN RULE OF SUPERMARKETING: If you were being waited on or helped by an employee in a store wouldn't you feel that you deserved their full attention? Never answer a question without a concerned and full response. If you were being checked out would you like the checker to be talking with the boxboy or another checker or customer? If you were waiting in line at the checkstand, would you like it if a checker waited on the person behind you first? Think of that customer as yourself and take care of them just like you would like to be taken care of.

RECEIVING MERCHANDISE: Every shipment of merchandise other than the large associated grocery deliveries must be physically checked, accounted for, and signed. Lady checkers and boxboys cannot sign for these deliveries. Be sure that the invoices are taken to the designated place and filed properly. This should not be done by the supplier personnel.

SHOPLIFTING: While this problem seems to be on the increase in our areas, there are only a few customers who try to take things without payment. These losses, however, can become huge if we are not careful. Be alert for something suspicious and tell the store manager immediately. He will handle it -- never accuse a customer.

TELEPHONE TIPS: Telephones are for store business. Please use the phones for personal use only with special reasons. When answering a phone always say, "Good morning, Thrifty Foods," or something appropriate. Try to make your voice as courteous as if you were actually speaking face to face with her. It is easy to be abrupt on the telephone without intending it.

ACCIDENTS: Report any customer or employee accidents to the store manager immediately. Be very attentive if you actually witness an accident. Your testimony may be required.

BACK DOOR REGULATIONS: All doors in the store except for the normal customer entrances will be locked all day. For a supplier to enter and leave, he must ring the buzzer, and be let in. In carrying out work activities an employee can go through the back doors. At any other time all employees will use the front door only -- this includes coming to and from work, lunch time, and leaving the store for any personal reason.

EMPLOYEE SECURITY MEASURES: We believe that by following high standards of initial selection of personnel we will eliminate the type of individual who would steal from his employer. As any business must do, certain security and precautionary measures will be in continuous effect in our stores. If any person abuses the trust that we place in him, he or she will be immediately dismissed. Thrifty Foods will also file a complaint with the local prosecuting authorities (or juvenile authorities for those under 18. For your information, the Statutes in this state are as follows: Petit-

Larceny -- The taking of cash of less than $25 or merchandise less than $75 with a penalty to not exceed one year and/or $1,000 fine. Grand Larceny -- The taking of over $25 in cash or over $75 in merchandise with a penalty not to exceed 15 years in a state penal institution.

CHECKSTAND PROCEDURES

There are lots of reasons why customers shop at one store rather than another but the majority of people make up their mind because of the personal service, courtesy, and general abilities of the employees. Thrifty Foods will be continuously looking at its operations to see that we are better than our competitors in every possible aspect.

In the area of employee-customer relationship, we are determined to be far and above our competitors. There is no more important area in a store to cement customer loyalty than in our front-end operations. Every one of our stores should be following the same procedures, so that we can create a company image. Therefore we are requesting that each and every person who works in the checkstands to follow the items outlined here. The store managers are directly in charge of the front-end and cannot delegate this responsibility to anyone else. They will set the example by their own checkstand conduct and are expected to regularly suggest areas of improvement for individuals and the crew as a whole. There will also be undisclosed professional "checker analyzers" consistently in our stores and sending reports in to the General Manager on individuals and stores for needed improvements.

CHECKER RULES

1. Do everything in your power to make the customer feel that this is "her store."

2. Always greet the customer; make an effort to learn her name and then call her by name.

3. Be sure the checkstand area is clean, tidy and inviting.

4. Always wait on the customers promptly. If another checker is needed, call immediately. We would rather make an occasional unnecessary trip to the front than to let a customer wait and become irritated.

5. The checker is responsible for the conduct and proficiency of the boxboy. He is an important part of the front-end operation, and is the last employee to have contact with the customer. Be sure he sacks the groceries properly and gets everything to the car.

6. Your personal appearance is important -- the customers constantly judge you by your appearance. Be well groomed and always wear your name badge. Ladies take care of your outfit and all men and boys are required to wear clean white shirts and dark bow ties.

7. Wear a Big smile.

8. Know your business. Checkers should know unmarked prices in the store (Ad prices, produce, display items and unmarked shelf stock) nothing discourages a customer more than a checker mischarging a price. Answer questions intelligently -- know the merchandise and be able to direct people to the item they want.

9. Call prices loud and distinctly, item by item at all times. This will insure accuracy and build confidence in the minds of the customers. Produce items when weighed are to be called at the unit price per pound as well as the total price. Be sure the customer receives register receipt.

10. In handling misunderstandings, regard it as an opportunity to make a lasting friend. Be calm, listen carefully and patiently explain. The customer is "always" right, and if she leaves perturbed or in a huff you have failed.

11. Be very accurate in your checking. An item that sells 3/25¢ is 9¢ for one and 17¢ for two. Be sure your scale is right and do not under or over weigh.

12. Sincerely thank the customer at the completion of the transaction letting her know that we appreciate her business.

OTHER SUGGESTIONS ON HOW TO WIN CUSTOMERS

1. Don't offend customers by smoking or eating on the job. There are proper places in the store for these away from the public. Your store manager will show you these spots.

2. Take advantage of your happy moods by stepping up your courteous services even more. Not by whistling, humming or singing, which almost always irritates customers.

3. Show your intelligence through diplomatic, tactful handling of customers -- not by smart comebacks. They do nothing but make a bad situation worse.

4. The fine art of gum chewing doesn't impress our customers a bit. It is impossible to keep a good business appearance with jaws working furiously. Don't ruin a good impression by mumbling through a mouthful of gum.

5. Good storekeeping takes good housekeeping. Madam housewife loves to shop in a clean, spotless, well-stocked store. Do your part by keeping <u>your</u> work area spic and span.

6. A valuable man on a baseball team is a utility infielder -- a man who can play anywhere. Be a utility employee! Be prepared to take over wherever you are needed. Grab every chance to learn some other job in the store -- that knowledge will pay off!

7. Look your best -- prettiest -- always. But, please don't primp in view of customers! It just isn't done in public. Do these things in the privacy of the rest rooms.

8. There is no compromise between standing and sitting. Leaning or lolling about doesn't become any employee.

9. All merchandise for you and/or your relatives must be checked through the <u>cash register</u> by a fellow employee.

10. We would hope that our employees learn to say we instead of I or they. Don't hesitate to criticize -- but not to the customers or fellow employees -- but to the manager.

11. Bag and wrap merchandise carefully. Look out for fragile, breakable or perishable items -- put them on top!

12. Hand -- don't shove -- purchases to a customer. If the bag is heavy, see that the customer gets help. Don't make her ask for assistance.

13. Always read the ad before you come to work. Know what is advertised.

14. Always look and act like you were justifiably proud to be working for Thrifty Foods. Customer respect is easily gained by this attitude and is one of the most important single reasons for a store's success.

CHECKSTAND PROCEDURES -- MONEY HANDLING AND MISCELLANEOUS ITEMS

To best serve our customers and ease the bookkeeping load of our managers and central office, and to insure accuracy within the checkstand the following policies will be in effect throughout the group of Thrifty Stores.

1. Accuracy of the till: To be sure that each register balances at the end of the day you must be careful to record all department errors, overrings, refunds, etc. properly. Upon receiving change be sure that the amount that gets written down on a till slip is the amount that you got. (The manager also writes the amount down on a master slip.)

2. Departmental error: Immediately upon discovering a departmental error, record the error by putting the dollar amount in the department column of the control sheet where the error occured and initial. Explain to the customer, by showing him where the department error occured on his tape. After completing the customer transaction, ring up the department error amount on the correct department key and attach the machine tape to the control sheet.

3. Returned merchandise for cash: Our policy on customer returns is that all goods we sell is on customer satisfaction guaranteed basis. We do not argue, but try to make a friend of a disgruntled customer. Be sure to departmentalize this transaction under the returned merchandise including tax, and initial it each time.

4. Overrings: These should be departmentalized under the Return of Merchandise columns and initialed each time. Any overring or refund over $2 requires a manager's initials.

5. Bottle refunds: These should be recorded under Bottles under the returned merchandise column. Please initial each transaction. It is our policy to trust the customer, so that she may leave the bottles in a bottle deposit area and tell the checker how many she had.

6. Paid outs: These should be handled out of one till only. The manager will decide who can handle them.

7. Coupons: After you have rung up the order subtract the amount off the bottom of the slip, (after tax has been charged) or pay the customer cash for the coupons. Thrifty Foods will follow a strict policy of redeeming coupons only if the merchandise is bought. Some of our own coupons are handled differently and will be explained by the manager.

8. Checks: Be sure all checks are stamped with the endorsement stamp when you receive them. Initial each check in the bottom left corner on the front and write in the amount of groceries purchased. Our general check cashing policies will be explained by the store manager.

9. Food Stamps: Be sure you are completely aware of the laws regarding the sale of merchandise to food stamp holders and strictly follow them. Credit slips can be exchanged between our stores. Stamps should be endorsed upon receipt.

10. Charges; signing slips, etc.: Only certain groups (hospitals, restaurants, etc.) are eligible to charge at our stores and only on permission of the store manager. If there is a charge, it should be rung up like any order; then fill out a charge book in which you give the original copy and cash register slip to the customer and put the duplicate in the register. If someone wants to "sign a slip," it will be discouraged and only the store manager can give permission for this. Since it is a bookkeeping headache, employees will not be able to sign slips or charge their groceries. Employee Draws can only be made through our central office on a pre-arranged basis. Please do not ask the store manager to deviate from these policies.

11. Welfare Vouchers, etc.: Will be taken, but the customer must use the entire amount at one time. No credit slips should be given for a balance.

12. Discounts: Will be handled soley by the store manager.

13. Gift Certificates: Will be handled two different ways depending on the type and will be explained by the store manager.

OTHER MONEY HANDLING AND CHECKSTAND SUGGESTIONS

1. Be sure that your register has detail tape. When the tape turns red, call for immediate change.

2. If you have made a mistake on an order and have corrected it, be sure to clearly explain to the customer what has happened and then point it out on the register slip by circling the figures.

3. If you have any doubt whatever that a person is not 21 and is trying to buy beer or wine, ask for a Washington State Liquor ID Card. If they do not have it, politely turn them down or call for assistance.

4. Be thrifty, small wastes mean a total loss that is staggering! Use the right size bags, be sure that spoils or returned merchandise gets to its proper place.

5. Have an idea? Everytime you have a suggestion or an idea that might improve our checkstand operation and customers relationships, please let the manager know. We are all eager to do a better job and your help is requested and needed in this effort.

HANDOUT #16

STUDENTS WERE TAUGHT THE FOLLOWING PROCEDURES
IF THIS DOES NOT AGREE WITH YOUR POLICY, PLEASE ADVISE THIS TRAINEE

1. Overrings

   Stop

2. Correct

3. Enter full amount of error on correction sheet and re-ring correctly.

4. Enter overring amount of tax in tax column.

5. Collect full amount of order.

6. Pay customer in cash for overring, plus tax.

* * * * * * * *

REFUNDS AND ADJUSTMENTS

1. Enter refunds in correct column and pay in cash.

   Refunds - Bottles or Returned Merchandise

* * * * * * * *

2. Underrings.

   Add to next item and circle the two rings so customer will know it is one item.

* * * * * * * *

Manufacturer's Coupons

1. Treat the same as cash and put coupons under cash drawer.

   Spread out thin.

* * * * * * * *

Any problems you do not know how to handle or should not handle call Customer Service.

CASHIER _____

REGISTER _____ DATE _____

Limit of Responsibility $ _____

Paid Out-PO	Refund-R	Meat-M	Grocery-G
Tax-T	Produce-P	Bakery-B	Variety-V

Opening Change Fund $ _____

Added Change $ _____

Added Change $ _____

Cash Pick-Up $ _____

Check Pick-Up $ _____

Change Balance $ _____

Item	OK	Price $	Price ¢

Department Voids - V

CASHIER _____

REGISTER _____ DATE _____

Limit of Responsibility $ _____

Paid Out-PO	Refund-R	Meat-M	Grocery-G
Tax-T	Produce-P	Bakery-B	Variety-V

Opening Change Fund $ _____

Added Change $ _____

Added Change $ _____

Cash Pick-Up $ _____

Check Pick-UP $ _____

Change Balance $ _____

Item	OK	Price $	Price ¢

Department Voids - V

Handout #18

UNMARKED ITEMS

CHECKER _____ DATE _____

ITEM	DEPT.	SIZE	PRICE	1	2	3	OK

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

_____, 19___ No._____

Pay To_____ $_____

_____ Dollars

BNB Bellingham Bank
125 - 447 - 631 - 1569 - 09 _____

Handout #20

AD ITEMS

CHECKER _____ DATE _____

ITEM	DEPT.	SIZE	PRICE	1	2	3	OK

Handout #21

MULTIPLE PRICES

CHECKER _____ DATE _____

ITEM	SIZE	PRICE	1/2	1	2	3	OK

OK STORE MANAGER _____

Handout #22

PRODUCE PRICES

CHECKER _____ DATE _____

ITEM	MON	TUES	WED	THURS	FRI	SAT	SUN

OK Store Manager _____

Handout #23

If Checkers could be divided into three groups, they would be as follows:

GROUP ONE	GROUP TWO	GROUP THREE
Problem Solvers	Average	Problems

Most Checkers fall into group two.

Our program of checker education is designed to encourage groups three and two to move up to group one. Most problems can be solved by the checkers themselves if they understand how to do it and are willing to make the effort. The only problems a checker cannot solve, are those related to store policy. Even here, a good checker can offer constructive suggestions of which the store owner may not be aware.

Most store problems are related to -- PEOPLE MERCHANDISE FACILITIES.

A FEW EXAMPLES

MULTIPLES: A checker can make a list of store multiples, and then see how many she can do from memory. She can do this once or twice a month. Make a game of it at home.

AD PRICES: A professional checker would give herself a test each week on ad prices to keep herself a pro.

PRODUCE PRICES: The same holds true for produce prices as ad prices. A couple of nights a week a pro would test herself on produce prices.

HUMAN RELATIONS: A pro would look up the meaning of EMPATHY and then develop skill by practice.

FACILITIES: Most problems can be prevented by practicing good housekeeping. If you see a job that needs doing, do it without being told. Keep your eyes open and be alert. Price tags on shelf moulding-are they correct?

MERCHANDISE: It always looks better if properly faced. Why wait until the boss tells you to do it? Learn to schedule your time so you will do a little each day on these problems. A big splash one day and then doing nothing more for months is not the answer. Discipline yourself to do a little every day.

POLICY DECISIONS: If in doubt, ask the boss. Do not be afraid of the boss, he will appreciate your help. The only person who needs to fear the boss is the one who is doing nothing or doing something he shouldn't be doing.

IF YOUR WORK IS NOT EXCITING AND INTERESTING, IF IT DOES NOT MOTIVATE YOU TO EXCEL, QUIT! THIS IS A FREE COUNTRY YET. A JOB IS ALWAYS EXCITING FOR THOSE WITH THE RIGHT ATTITUDE.

ENJOY YOURSELF, ITS LATER THAN YOU THINK.

Handout #24

NON-FOODS

1. The non-food department got its start as a post-World War II innovation. It started first with a few items displayed at the front end. Women's Hose, asperin, toothpaste were a few of the original items starting the trend to non-food departments. The convenience for the shopper made sales that surprised the store operator. The larger gross profit was also a welcome asset for the store operator faced with loss leaders and low profits in traditional grocery products.

2. Today most supermarkets have large non-food departments serving the basic needs of the customer.

3. List by category products carried in the non-food department and why these product categories make shopping more convenient.

4. Can you think of products that should be stocked in the non-foods department that are not presently carried. Why?

5. Can you think of products now stocked in the non-foods department that should not be sold by the supermarket. Why?

6. Care in handling non-foods. Use good judgement. Glassware should be wrapped and packed to avoid breakage. Can you think of other items that should receive special attention?

7. Shoplifting. Many non-food items are popular with shoplifters. You should talk with your store manager to determine store policy for minimizing shoplifting of non-food items. Some popular items with shoplifters are records, cosmetics, vitamins. Store policy.

Handout #25

BAKERY DEPARTMENT

1. There are two kinds of bakery departments. The on-premises bakery and the off-premises bakery.

2. The on-premises bakery operates two ways - The bake-off method and the complete on-premises method.

3. The bake-off method. This method utilizes the advantages of mass production in raw product preparation. The products are delivered to the store (usually frozen) ready for baking. Baking and decorating is done on the premises.

4. The 100% on-premise bakery does the complete process of preparation, baking and decorating in the store.

5. The on-premises bakery adds much to a supermarket's potential for building customer loyalty. It does present management with many problems. It requires a high investment for equipment, training highly-skilled, dedicated employees.

6. Bakery products must be handled with care at the checkstand. Products concealed in boxes or bags should never be bagged with other groceries without customer's permission. It is better that you suggest to the customer that she carry these items. A box could contain a cream pie which would be damaged if not carried flat at all times. Cookies could be crushed.

7. A professional checker will know the ingredients used by on-premises bakeries and the advantages it offers the customer.

ON-PREMISE BAKERY
Product Knowledge

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Breads:		
Cookies:		
Cakes:		

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Pies:		
French Pastry:		
Danish Pastry:		

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Puff Pastry:		
Icings:		
Fillings for Cream Puffs and other filled pastry:		

ITEM	INGREDIENTS	CUSTOMER ADVANTAGE
Other:		

Ingredients used in bakery products, like many other areas of supermarket operations is a controversial subject between different management groups. They all have the same objective, maximum volume of sales and customer satisfaction. They do not agree on how to achieve this. A few examples: "As costs go up, should the size of the item be made smaller to hold to the same selling price or should the size remain the same and the price increase." "Should substitutes be used such as a prepared mix for cream puff filling instead of whipped cream." "Should additives be used to improve eating qualities."

How many more can you find by talking with the bakery manager?

MEAT DEPARTMENT

1. Three departments in a supermarket develop a store image and can build customer loyalty. Produce, in-store bakery, and meat. The reason should be obvious. Grocery products are identical in all stores except for price. A bunch of radishes, a steak or hot pastry are not the same in all stores. The individuals who work in these departments must be very knowledgeable and very dedicated to give the products entrusted to them the loving care needed so that the customer will have the very best for her family.

2. The most important product is beef. It accounts for the largest volume of dollar sales.

Grades of Beef

The common grades sold in a supermarket are "Good" and "Choice." Grades below "Good" are used by packers for lunch meat, bologna, etc. The grade above "Choice" is "Prime." It is used primarily by better restaurants. Beef grading is done by the eye. The inspector must be highly skilled. His decision is final. Grade is determined by weight, fat content, and shape of the carcass. "Prime" beef has the highest fat content. Fat content drops as the grade goes down. When streaks of fat are visible in a steak, it is called "Marbleing." It is the fat content that makes a steak "juicy." "Prime" beef is always well "Marbled" and "Choice" usually has "Marbleing" in rib and T-Bone steaks.

There are two government agencies that have the responsibility for inspecting meat, slaughter houses, and meat packers; a state agency and a federal agency. The federal agency is the United States Department of Agriculture. Beef inspected by the federal agency will have this identifying stamp on the carcass -- USDA, then the Grade USDA choice. Federal inspectors are usually more strict than state inspectors.

Two kinds of beef are sold in supermarkets -- heifers and steers. Steer beef is most common.

Beef is fed in feed lots before slaughtering to improve the fat content and weight in order to bring the beef up to the standards required for "Choice" and "Prime" grades as these grades bring the highest price.

Tenderness

This is determined by the ageing process. Beef should age for 15 days before being cooked. Overcooking dries and toughens the meat. Beef properly fed and aged will be most tender and juicy if cooked medium rare.

Beef Coloring

Beef, when cut, is not bright red. It is a dark bluish-red. The change of color is called "Blooming." Ground beef and hamburger will be bright red on the outside but inside will be dark in color. So will all cuts of beef.

After beef "Blooms" it will slowly discolor in the meat display case. This is caused by bacteria, a part of the ageing process and by light. It is important that cleanliness be practiced in the meat department to reduce bacteria count so beef will

not discolor so rapidly. Usually employees of the meat department or others familiar with beef will buy these dark cuts of meat.

LAMB, VEAL, PORK, MUTTON

Generally what holds true for beef also holds true for these animals. Have a talk with the meat manager for things you should know about these animals.

One of the biggest customer complaints to this day is with pork. A pig has always been fat. Still the customer looks for roasts, steaks, or bacon without fat and always will, I guess. Find the answer to this problem from your meat manager.

Care of Fresh Meat

1. Meat should be bagged or wrapped separately from groceries. It should be wrapped in freezer paper before storing or freezing.

2. Fish: Fish is very perishable. The customer should take it home and refrigerate as soon as possible. It should be rewrapped in freezer paper before storing or freezing. Wrap or bag separately. DO NOT put next to cheese, butter, etc.

3. Poultry: The same rules apply for poultry as they do for fish.

Smoked Meats

Most smoked meats are packed by the processor using the Cryovac process. This is a method of vacuum packing meat in plastic film. It extends the shelf life of smoked meat. Lunch meat, sliced and packed on the premises, will turn dark quite rapidly.

Weighing and Pricing

All weights must be net weight. Cellophane trays/absorbing pads used in wrapping meat for self-service is called "tare." The "tare" must be deducted from the total weight of the package. State inspectors check supermarkets regularly on weight accuracy. Inspectors even require that the manager estimate the weight of moisture loss that may occur while the package is on display. Have the meat manager show you how "tare" is adjusted by the wrapping girls.

Display

Display of products in the meat department is controversial. Some operators display by product category such as, all beef together and all pork together. Others display by cut categories such as all steaks together and all roasts together. Some use a combination of the two.

Shoplifting

Become familiar with cuts and prices of meat. Shoplifters will switch labels. You should recognize high-priced cuts of meat and know when a label has been switched.

High-priced steaks, chops, bacon, and lunch meat will be concealed in newspapers, magazines, purses and pockets.

Handout #28

BEEF CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

PORK CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

LAMB CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

Handout #31

VEAL CUTS

Roasts

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Steaks

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Stew

1.
2.
3.
4.
5.
6.

Ground

1.
2.
3.
4.

Alfal

1.
2.
3.
4.
5.
6.

DAIRY AND FROZEN FOODS

1. Frozen foods should be put in separate bag before packing with rest of groceries. Why?

2. Frozen foods should not be refrozen once thawed. Why?

3. Frozen foods require special care in pricing. Why?

4. Dairy products should not be bagged next to soap. Why?

5. Rotation of frozen foods and dairy products is very important. Why?

6. Other

7. Other

A good checker should know the characteristics of dairy products. By this we mean, how it is made, what it is made from, distinguishing features such as color, flavor, appearance, etc.

Handout #33

DAIRY AND FROZEN FOODS

ITEM	CHARACTERISTICS
Pasturized Milk	
Homogenized Milk	
Margerine	
Sweet Cream Butter	
Sour Cream Butter	
Grade "A" Milk	
Skim Milk	
2% Milk	
Grade AA Eggs	
Grade A Eggs	
Grade B Eggs	
Grade C Eggs	
Jumbo Eggs	
Extra Large Eggs	
Large Eggs	
Medium Eggs	
Small Eggs	
PeWee Eggs	
Fresh Eggs	(An old egg will float. A fresh egg will sink when put in a bowl of water.)

CHEESE

The most popular cheese is cheddar. It comes in mild, medium, sharp and extra-sharp. Ageing changes the flavor. Good extra-sharp cheese should age three years. The texture of cheddar cheese changes as it ages. It is rubbery when first made. It becomes smoother and firmer in texture as it ages. It is good for cooking sandwiches and for snacks.

OTHER CHEESE IN THE DAIRY DEPARTMENT

Type and Place of Origin	Source	Texture	Salad	Sandwich	Grating	Cooking	Desert	Hors d'oeuvre
Bleu Cheese (France)	Cow	Hard	x	x			x	x
Brie (France)	Cow	Soft					x	x
Camembert (France	Cow	Soft					x	x
Cottage Cheese (Europe)	Cow	Soft	x				x	x
Cream Cheese (American)	Cow	Soft	x	x		x	x	x
Chesire (England)	Cow	Hard			x	x		x
Club Cheese (Canada)	Cow	Soft		x			x	x
Edam (Holland)	Cow	Semi-Hard	x	x		x	x	x
Gammelost (Norway)	Cow	Semi-Hard						x
Gouda (Holland)	Cow	Semi-Hard	x	x		x	x	x
Grimere (Switzerland)	Cow	Hard		x				x
Jack Cheese (American)	Cow	Semi-Hard		x				x
Longhorn (American)	Cow	Semi-Hard		x				x
Lapland (Finland)	Reindeer	Hard						x
Leyden (Holland)	Cow	Hard		x				x
Muenster (Germany)	Cow	Semi-Soft		x				x
Myost (Scandinavia)	Cow	Soft		x				x
Neufschatel (France)	Cow	Soft		x				x
Parmesan (Italy)	Cow	Hard			x	x		

CHEESE CONTINUED

Type and Place of Origin	Source	Texture	Salad	Sandwich	Grating	Cooking	Desert	Hors d'oeuvre
Port Du Salut (France)	Cow	Semi-Soft						x
Romano (Italy)	Cow Goat Sheep	Semi-Hard			x			
Roquefort (France)	Sheep	Semi-Soft	x				x	x
Samsoe (Denmark)	Cow	Semi-Soft		x				x
Stilton (England)	Cow	Hard	x				x	x
Swiss (Switzerland)	Cow	Semi-Soft	x	x				x
Sapsago (Switzerland)	Cow	Hard		x	x			x
Sbrinz (Switzerland)	Cow	Hard		x	x			x
Scanno (Italy)	Sheep	Soft		x			x	x
Scamorze (Italy)	Cow	Semi-Soft				x		x
Provolone (Italy)	Cow	Hard		x		x		x
Noekkelost (Scandinavia)	Cow	Semi-Hard		x				x
Mozzarella (Italy)	Cow	Semi-Soft				x		x
Limburger (Belgium)	Cow	Soft		x				x
Holstein (Germany)	Cow	Semi-Hard						x
Goreonzola (Italy)	Cow	Semi-Hard	x				x	x

CHEESE SPREADS

These usually come in jars and are usually whipped and blended. Generally a product is added for extra flavor such as bacon, pimento, olives, smoke flavor, etc.

They are used for sandwiches and hor d'oeuvres.

THE PRODUCE DEPARTMENT

1. Moisture temperature and handling determine the freshness and _____ of fruit and produce. The customer expects produce to be garden fresh. When checking produce prices, call to the produce man's attention, any item that does not meet this criteria.

2. Know how to handle produce at the checkstand.

3. Know characteristics of all fruit and produce items, time of year available, how sold, how used, where grown.

4. The produce department today is a miracle of modern merchandising, technology and transportation. The average person consumes 500 pounds of produce per year. It comes from around the world and is garden fresh when purchased. The homemaker today can serve her family most produce items year round.

5. The six most popular items in the produce department are:

   . Potatoes
   . Oranges
   . Apples
   . Tomatoes
   . Bananas
   . Lettuce

FRUITS

1. APPLES
   a. Delicious
   b. Golden delicious
   c. Jonathon
   d. McIntosh
   e. Rome
   f. Winsap
   g. _____

2. APRICOTS
   a. Mordark
   b. Titlton
   c. _____

3. AVACADOS
   a. _____
   b. _____

4. BANANAS

5. BERRIES
   a. Strawberries
   b. Raspberries
   c. Loganberries
   d. Blueberries
   e. _____
   f. _____

6. CHERRIES
   a. _____
   b. _____
   c. _____

7. COCONUTS

8. CRANBERRIES

9. FIGS
   a. _____
   b. _____
   c. _____

10. GOOSEBERRIES

11. GRAPEFRUIT
    a. Indian River
    b. Ruby Red
    c. Coachella Valley
    d. Arizona
    e. _____
    f. _____

12. GRAPES
    a. Tokay
    b. Emperor
    c. Perlettes
    d. Ribier
    e. Pauscat
    f. Concord
    g. Malaga
    h. Lady Finger
    i. _____
    j. _____

13. KUMQUATS

14. LIMES

15. LEMONS

16. MANGOES

17. MINT

18. MELONS
    a. Cantaloupes
    b. Honeydew
    c. Crenshaw
    d. Casaba
    e. Persian
    f. Klondike Watermelon
    g. Rattlesnake Watermelon
    h. _____
    i. _____

FRUITS

19. NECTARINES

20. ORANGES

a. Navel
b. Valencia
c. Tangelo
d. Tangerine
e. _____
f. _____

21. PAPAYAS

22. PEACHES

a. Hales
b. Elberta
c. Red Haven
d. _____
e. _____
f. _____

23. PEARS

a. Bartlett
b. Comice
c. Anjou
d. _____

24. PERSIMMONS

25. PINEAPPLE

26. PRUNES

27. PLUMS

a. Green Gage
b. _____
c. _____

28. POMEGRANATES

29. SUGAR CANE

30.

31.

32.

33.

34.

35.

VEGETABLES

1. ARTICHOKE
   a. Globe
   b. Jerusalem
2. ASPARAGUS
3. BEANS
   a. Wax
   b. Green
   c. Lima
   d. Shelle
   e. _____
   f. _____
4. BEETS
   a. Greens
   b. Bunched
   c. Topped
5. BROCCOLI
6. BRUSSELL SPROUTS
7. CABBAGE
   a. Red
   b. New
   c. Old
   d. _____
8. CARROTS
   a. Topped
   b. Bunch
   c. Packaged
   d. Old
   e. New
9. CAULIFLOWER
10. CELERY ROOT
11. CELERY
    a. Green
    b. White
    c. Hearts
12. COLLARD
13. CORN
    a. _____
    b. _____
    c. _____
14. CUCUMBERS
    a. Slicing Long Green
    b. Picking
15. DILL
16. EGGPLANT
17. ENDIVE
18. ESCAROLE
19. GARLIC
    a. Fresh
    b. Dry
20. HORSERADISH
21. KALE
22. KOHLRABI

VEGETABLES

23. LEEKS

24. LETTUCE

a. Iceberg Head
b. Red Leaf
c. Green Leaf
d. Bib
e. _____
f. _____

25. MUSTARD GREENS

26. MUSHROOMS

27. OKRA

28, ONIONS

a. Yellow dry
b. White dry
c. Bermuda dry
d. Red
e. _____

29. GREEN ONIONS

30. PARSNIPS

31. PEAS

32. PEPPERS

a. Bell Green
b. Bell Red
c. Hot Peppers
d.

33. POTATOES

a. Old Netted Gems
b. Old North Dakota Reds
c. Old Kenebeck
d. Old _____
e. New White Shafters
f. New North Dakota Reds
g. New _____

34. PUMPKIN

35. RADISHES

36. RHUBARB

37. RUTABAGAS

38. SPINACH

39. SQUASH

a. Acorn or Danish
b. Butternut
c. Yellow Crook Neck
d. Zucchini
e. Hubbard
f. Banana
g. Marblehead
h. _____
i. _____

40. SWEET POTATOES

41. YAMS

42. SWISS CHARD

43. TOMATOES

a. Pole
b. Beefsteak
c. Bush
d. Cherry
e. _____

44. TURNIP ROOT

VEGETABLES

45. TURNIP GREENS

46. WATERCRESS

47.

48.

49.

50.

51.

52.

53.

Handout #38

FRUIT

ITEM	WHERE GROWN	HOW SOLD	HOW HANDLED	TIME OF YEAR AVAILABLE	CHARACTERISTICS

Handout #39

VEGETABLES

ITEM	WHERE GROWN	HOW SOLD	HOW HANDLED	TIME OF YEAR AVAILABLE	CHARACTERISTICS

PROFIT AND THE SUPERMARKET

GROSS PROFIT: The difference between what a product costs and what it will sell for.

GROSS PROFIT BY PERCENTAGE FOR DEPARTMENTS AND SOME PRODUCT CATEGORIES:

By Departments

Grocery Department -- 15 - 20%
Produce Department -- 30 - 35%
Meat Department -- 17 - 22%
Bakery Department -- 30 - 35%
Non-Foods Department -- 30 - 35%

By Product Categories

Product Category -- Average Margin
Copy from: Lesson #4, Page 4.10 NCR-SMI

There are three rules that determine gross profit.

Rule 1. Competition
Rule 2. Rate of Turnover
Rule 3. Degree of Risk

Competition prevents a store from charging more than the established price in a given shopping area regardless of what the item costs.

Usually, the faster the rate of turnover, the lower the % of gross profit. Example: cigarettes.

Degree of risk: Example: Produce, highly perishable so large quantities can be lost by spoilage.

Non-foods: Markdowns must be taken on items that don't sell.

NET PROFIT: Amount of money left over after all bills are paid out of gross profit.

A few categories that must be paid for out of gross profit;

Wages	Contribution to Union Trust Funds	Charitable Contrib.
Rent	Health and Welfare Plans	Unemployment Comp.
Utilities	Losses Due to Bad Checks, etc.	Interest
Advertising	Office	Payroll Taxes
Repairs	Insurance	Licenses
Supplies		Other Taxes
Depreciation		

Net profit for a supermarket varies from 1-1/2% to 3%.

NET PROFIT AFTER TAXES: This is the amount of money the owner has for himself after paying income taxes. This amount is still not take-home pay. He must save a portion of it to buy new equipment, fixtures and to keep his store up to date.

PROFIT -- The yardstick by which ability to manage is measured.

In addition to providing take home pay for the owners, profit provides the money to build new stores, create new and more jobs for more people.

A large corporation has many owners called stockholders. Profit is divided among them based on the amount of shares they own. Owners are not paid first they are paid last, out of the profit. Sometimes there is no profit, then the owners do not get paid at all. Example: Pan American World Airways lost $25 million in 1969 so the owners did not receive any take home pay.

STORE LAYOUT

All stores have a customer traffic pattern. This means that the majority of customers travel a predictable pattern when shopping. In most supermarkets the traffic pattern is from left to right. Experienced woodsmen know that the average individual, when lost, will circle to the right.

SEE SKETCH BELOW

STORE LAYOUT

Store owners do not agree on department location in relation to the store's traffic pattern. Following are some ideas for determining department location.

1. Perishables such as produce and dairy products should be last in the shopping pattern so the customer will put these products on top of her order to prevent them from being damaged.

2. Meat being the base of the meal should come first, then the customer will buy related items as she shops through the store.

3. Produce should be first as it is potentially one of the most profitable departments in the store.

4. Non-foods should be first as it is potentially one of the most profitable departments in the store.

5. Non-foods should be scattered throughout the store as they are impulse items and should be placed in relationship to food products with which used. Example: Coffee Pots, mugs, etc., in the coffee department. Egg beaters, mixing bowls, etc., in the flour and prepared baking mixes department.

6. Non foods should be last so the customer will take time to look around, arranged by product categories so the customer can readily find what she is looking for.

7. The grocery department is the major department in the supermarket. In grouping product categories by location in this department, the manager considers both profit and customer convenience.

8. End displays -- the manager will make every effort to use these displays to sell profitable items. They will be used for ad items that do not show a profit when necessary for customer convenience. Usually they will endeavor to display a related profit item with the ad item.

9. Seasonal items, new items, impulse items -- the manager will make every effort to use end displays, signs and popular shelf location to call these items to the customer's attention as a service to the customer and in an effort to increase the store's sales volume.

10. A good checker will constantly make herself aware of the location of these changing displays so she can direct the customer to them when asked or answer questions related to these displays.

Handout #42

PRICING AND STOCKING SHELVES
PROCEDURES THAT MUST BE FOLLOWED

1. Stock Rotation:

Products on shelf must be removed and new stock put on the shelf with older stock in front. This is especially important in departments such as the cereal and dairy departments. All product labels must face forward. Care must be taken especially with products in glass to stack them carefully so the customer will not knock them on the floor accidentally.

2. Pricing:

Be careful when cutting cartons not to damage the contents. This is especially true with soap cartons or cereals. Be sure your pricing is legible so you, the customer, and other checkers can read it.

When stocking, check the price of the item on the shelf with the price of the item you are stocking. If they are not the same, check with your supervisor. Be sure you do not have two different prices for the same item. Price changes are taking place constantly. Be sure you make these changes correctly.

3. Do not leave empty boxes or other debris where a customer may trip over them and injure herself. Accidents are not only costly but no manager wants to suffer the mental anguish caused by an accident to a customer. Do you want to be responsible for the suffering a customer must endure as the result of an accident.

4. Be sure shelf price tags correspond with price on product.

5. Keep the area where you are working neat and clean at all times. Wipe shelves, molding and other fixtures with a damp cloth. No one wants to shop in a dirty store.

CHECK CASHING

1. Customers are often offended when a checker questions or refuses to cash a check. When new on the job, advise the customer that you are new and must have approval. Know your customers as rapidly as possible.

2. Most stores require that a checker enter the following information on the face of a check.

   A. Amount of check
   B. Amount of Purchase
   C. Checker's initials
   D. Checkstand Number

   This is accomplished as illustrated on the check below.

Date _____

Amount _____

Find a Blank Check to Enter Here

3. Most stores require that a checker enter the following information on the back of a check; if the customer is not known by the checker. A. Credit card number and name, eg; J. C. Penney, 818-051-077-1-4. B. Voters registration card. C. Drivers License is not valid but a car license number is.

4. Most stores limit the amount of change a checker may give a customer when accepting a personal check. Why _____

_____

_____

5. Most stores will not accept a second party check. Why_____

_____

Write a second party check.

6. Most stores will not allow checkers to cash payroll, government or bank checks.

Why_____

7. Most stores will not accept post-dated checks. Why_____

_____

Write a post-dated check.

8. Checks with restrictive endorsements are unacceptable. Why _____

_____

Write a check with a restrictive endorsement.

9. Most stores require that a customer not only sign a personal check properly, but also require that the customer enter under the signature, his telephone number and address. Why_____

_____

Write a check and follow these instructions.

10. A check written in pencil is unacceptable. Why_____

_____

11. Counter checks and checks without required micrencoding are unacceptable.

Why_____

Attach a Counter Check in space provided.

12. Be sure to read each check carefully. An honest person does forget, or makes a mistake. Be sure figures and written amounts agree.

13. All stores require that each check be stamped with what is referred to as a bank stamp. Why_____

_____

Where_____

_____

14. Can you think of other things you should know about cashing checks. Why?

_____

_____

_____

_____

_____

15. Consult a Store Manager. What other instructions did he give you for cashing checks._____

_____

_____

_____

_____

POSTING THE LEDGER

1. All stores have some form used by the checker to correct errors, enter paid outs, etc. It is important that all ledger entries be made promptly, accurately, and legibly. Your till must balance at the end of the day. Your ledger sheet is the only way you have for accounting for transactions you made that would cause your till not to balance. In order to balance, the amount of money put in the register must equal the amount rung up as sales. It is also important that all sales be rung on the correct department key. If you fail to do so, it must be corrected on your ledger sheet, immediately. Why_____

2. Limit of responsibility:

   Most stores limit the amount of money a checker can pay out of her till without approval by the store manager. Why_____

   _____

   Usually this limit is $1.00; for the purposes of this course of instruction, your limit of responsibility will be $1.00. Compute sales tax at 4 1/2%.

3. Now that your instructor has completed his teaching of this unit of instruction, solve the following problems using the ledger sheet Handout #17.

Problem 1: Your opening change fund is $200. The store manager gave you $300 for cashing checks. The manager took from your till $278.53 in checks. What is your change balance? Give two answers. Find the correct answers under problem 11.

Problem 2. Your opening change fund is $200. The store manager made a cash pickup of $500. What is your change balance? How do you account for the manager's actions in picking up $500? Answer_____

_____

Problem 3: The salesman for the Seattle PI presents you with an invoice for $15 for 100 papers.

Problem 4: A customer returns two chickens. The price of the chickens is $4.29.

Problem 5: A customer brings you a box of empty pop bottles, price $2.75.

Problem 6: You registered a produce item, 79¢ on the grocery key.

Problem 7: You registered a meat item $1.79 on the grocery key.

Problem 8: You charged a customer 79¢ for a grocery item that was advertised at 59¢.

Problem 9: You charged a customer 39¢ for a produce item that was advertised at 29¢.

Problem 10: You charged a customer 39¢ for a grocery item that should have been 59¢.

Problem 11: Answer to problem 1.

The manager has two choices in this instance. By the addition of $300 to the change, you now have a change balance of $500 from which he can deduct $278.53 leaving a change balance of $221.47. He can credit your cash receipts turned in at the end of the day for $278.53. In this instance your change balance would be $500. In either instance, you should receive from the manager a signed receipt from the manager for the amount of money removed from your till.

Answer to problem 2.

Your change balance would still be $200. It is obvious that the $500 would have to come from cash receipts. There are several reasons why this $500 would be removed from your till. Following are three. Can you think of other reasons?

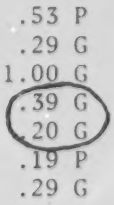
A. Your till would be so full that the drawer would not open easily and the money could fall out.

B. To reduce the money in your till in case of a robber.

C. He may need money for another checker who is running low due to the number of checks cashed.

It should be obvious that the student will make many mistakes the first few weeks on the job. She must know how to correct these mistakes using the ledger sheet provided by all stores. It should be obvious therefore that learning to post the ledger accurately and promptly is of utmost importance.

A. Under-rings - These are not posted in the ledger. Example: A grocery item selling for 59¢ is rung as 39¢. Ring the item again at 20¢ on the grocery key. This will show as two separate rings for one item on the receipt tape. Circle these two rings on the tape and point out the mistake to the customer. See tape below . . .



B. Over-rings - Using SWEDA Power Penney and other non-subtracting registers . . .

1. Re-ring correctly first.

2. The full amount of the item rung is entered on the ledger and identified by department. The amount of sales tax is also

entered as a tax refund. There are two ways this money can be refunded to the customer.

(a) It can be a cash refund
(b) It can be subtracted from the total of the order. See tape (x)

Tape X: A grocery item was rung at 59¢, it should be 39¢

.49 G
.33 G
.79 P
1.49 M
.59 G ← error
.39 G ← Corrected

ST 4.08
TX .18
T 4.26

.62
3.64

59 error
3 tax
62

(c) For stores who pay mistakes in cash, collect the amount shown $4.26 then pay the customer 62¢ in cash.

C. The illustration below shows how to enter this mistake on the ledger.

(a) V - is for Void
(b) G - is for Grocery Department
(c) Tx - is for Tax

Item	OK	Price $	Price ¢
VG			59
V Tx			03

NOTE: When the bookkeeper picks up your ledger sheet to balance your register, he will subtract the 59¢ from your grocery rings and 3¢ from your tax rings so your till will balance at the end of the day.

D. Over-rings using registers with a void or refund key. These registers will subtract.

(a) Stop, and pushing the void or refund key, re-ring the amount of item rung incorrectly. This will automatically subtract the item from the customer's order.

(b) Re-ring the item correctly. See tape on next sheet.

Grocery item rung at 59¢ should be 39¢.

1.19 M
.79 G
.33 G
.59 G ← error
.59 G ← error corrected
.39 G ← item rung correctly
.49 G

E. How to enter this error on your ledger.

VG			59¢

NOTE: You do not refund tax as tax has not been added.

F. Department Errors - These do not affect the customer only the store management. Do not correct on the register, only in the ledger.
Example: You rung produce 59¢ on the grocery key.

P - stands for produce

Item	OK	Price $	Price ¢
VG			59¢
P			59¢

NOTE: The bookkeeper can now subtract 59¢ from the grocery sales and add it to produce sales.

G. Cash paid-outs or refunds

1. Push the paid-out or refund key on those registers having these keys then ring the amount of the paid-out.

2. On SWEDA Power Penney or registers without paid-out or void or refund keys, do not touch the register. Enter in ledger only.

3. All cash paid-outs and refunds must be posted in the ledger regardless of whether or not they are rung on the register.

4. All paid-outs are entered in the ledger as illustrated below . . .

   (a) Paid-out for newspapers $2.95

PO Newspapers		2	95

   (b) Refund for a bad chicken returned. Amount of chicken $2.49

Rf. Chicken		2	49
V Tx			12

NOTE: You must also refund tax as shown. The amount paid to the customer will be $2.49 plus 12¢ tax. Total $2.61.

The bookkeeper will subtract $2.49 from meat sales and 12¢ from tax sales.

FRONT-END RESPONSIBILITIES AND WORKING PROCEDURES

1. Your checkstand area must be kept neat and clean at all times.
2. Have a damp sponge handy to wipe up water from produce or blood from meat.
3. Return all merchandise that should not be in the checkstand area to shelf stock as often as time permits.
4. Be sure all bag bins are kept full with proper sized bags.
5. Scale must be clean and balanced at zero when starting to work.
6. Register must have proper date, receipt and detail paper. Have an extra supply in your checkstand.
7. Return empty bottles to proper area as often as time permits or have box boy remove them if you are unable to leave your checkstand.
8. Have ledger forms, produce price list, ad price list, multiple price and tax chart conveniently located and up-to-date.
9. If you are responsible for stocking checkstand displays be sure they are properly filled.
10. Did you check your personal appearance before entering your checkstand.
11. Whatever your personal problems, did you leave them behind when you entered your checkstand. Your attitude can make or break you.

HOW TO WORK EFFICIENTLY IN A SPLIT "L" CHECKSTAND

1. Fatigue causes errors, poor attitudes, takes the fun out of your job. Do your work the easy way. Make as few moves as possible with your arms, legs, back and neck.
2. Referring to the drawing of a split "L" Checkstand:
   A. Stand in front of the grocery cart
   B. Keep your eyes on your left hand and the merchandise it is handling. This can be accomplished by learning well the ACURA-TOUCH method of register manipulation.
   C. Group check by departments as often as possible. Do not ring a single produce item if several produce items are within easy reach. This will minimize department errors, and you will have fewer entries to make on your ledger sheet.
   D. You should be facing in the direction of the customer and grocery cart not facing the register.

E. Place the items you are checking on the checkstand as close to you as possible. Do not try to reach all over the checkstand. Push the items one at a time so they will slide to the box boy or accumulate a group then slide them all at once.

F. Do not remove your hand from the cash register keyboard more often than absolutely necessary. Smaller items can be checked using only the left hand.

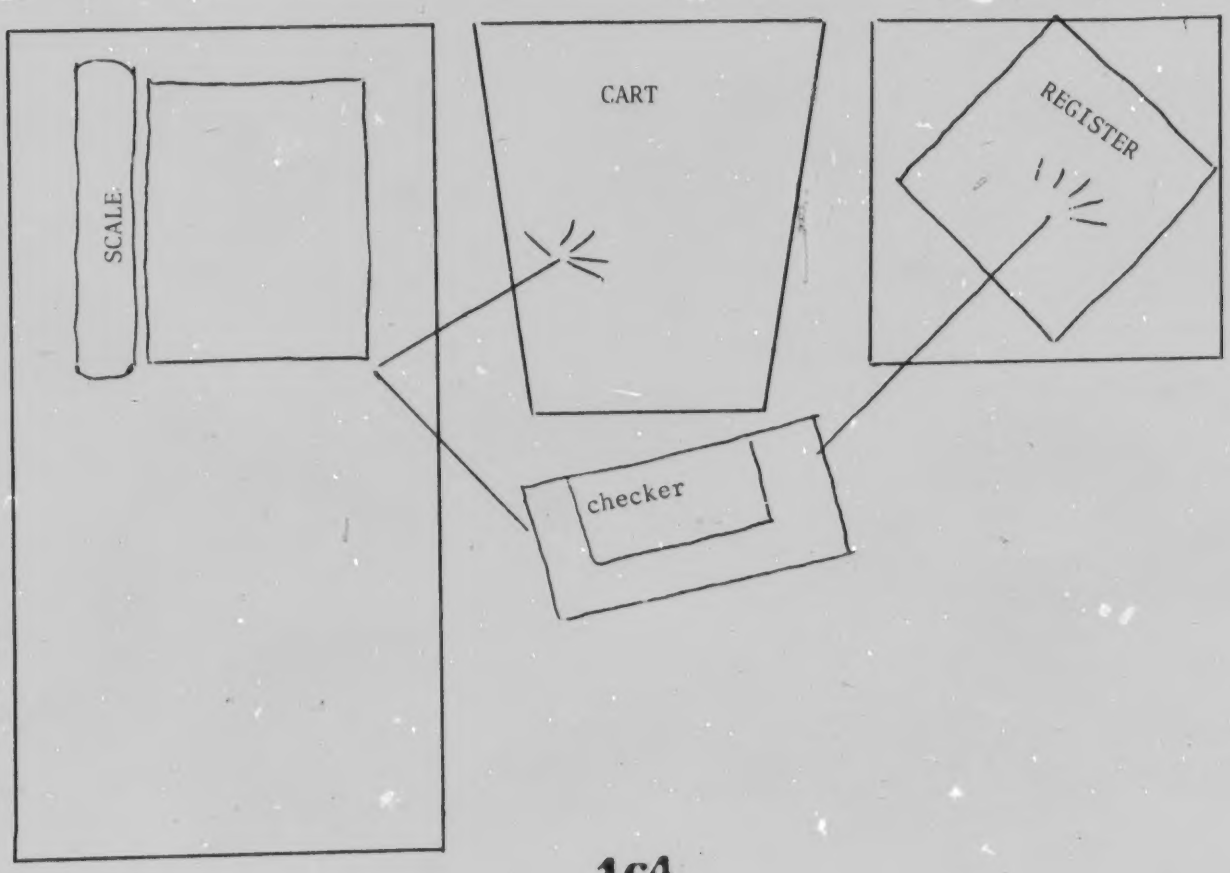
G. When removing items from the lower shelf of a grocery cart, use two hands and pick up several items at a time if possible. Save your back those extra trips.

H. Checking can be accurate, fast, fun and exciting if you use your head instead of your back.

I. Stop and think of how many moves you are presently making that could be eliminated, it will surprise you how much unnecessary work you are doing.

SPLIT "L" CHECKSTAND

The checkers focus of attention should be on the merchandise being handled by the left hand, or on the customer. It should not be necessary to look at the register for every item you ring. Be a professional. Learn ACURA-TOUCH.



STORE SECURITY

I. Shoplifting:

1. The average customer is interested in the products she is buying. Her focus of attention is on the item. A potential shoplifter on the other hand, selects the item he plans to steal then looks around the store to see if he is being watched. The police refer to this as a shoplifters M.O.

2. When working in the aisles offer assistance to the customer. Just because a store is self-service does not mean that customers should be ignored. This will increase sales and minimize shoplifting.

3. Shoplifters do not steal large inexpensive items. Some popular items preferred by shoplifters are women's hose, cosmetics, vitamins, records, steaks, lunchmeats, cigarettes, small tins of high priced items, such as crab meat.

4. Shoplifters conceal items in coats, purses, newspapers, magazines, between the legs.

5. If someone appears to have stolen an item, be sure you know what was stolen and where it is hidden. Call the store manager.

II. Checks:

1. Be sure that you understand and follow store policy. It is designed to minimize losses due to bad checks.

2. Checks to watch out for -- Out of Town, Government, Payroll.

3. If in doubt, call the store manager. Have the box boy get the car license number.

III. Money Manipulators - Short change artists:

1. You can't win. Don't try.

2. These individuals short change you by getting you confused. They generally start passing money back and forth asking for change or different denominations of bills. Call the store manager to handle any change transactions.

3. The drop artist drops a bill from his change on the flcor and claims that you short changed him. Always call the store manager if a customer claims you short changed him.

IV. Till-Tappers:

These individuals work in various ways but the following are the most common.

1. They will push some change on the floor and while you are picking it up they help themselves from the cash drawer.

IV. 2. They will send you to the back of the store to get an item and help themselves while you are gone.

3. Marked bill artists work in teams of two. The first customer will give you a $20 bill with some identifying mark. The second member of the team will give you a $5 or $10 bill. He will then claim he gave you $20 and can prove it by remembering the identifying mark, usually a phone number, on the bill.

4. Rule: Do not leave your cash drawer open when your back is turned. Do not leave your checkstand unless register is locked. Call manager when customer claims you short changed her.

V. Robbers:

1. Better to be a live coward than a dead hero. Do what you are told.

2. Get a description. Better to notice one or two features than to try to remember everything. Look for some characteristic peculiar to the individual. Scar, limp, color of skin, color of eyes, mannerism, voice. Write it down as soon as possible. Don't trust your memory.

BAGMANSHIP

"Do unto others as you wish they would do unto you" could never be more true than when bagging groceries. Common sense and consideration for others will keep you out of trouble.

TRICKS OF THE TRADE

1. Open a bag by inserting your hand and pushing out all four corners. Do not snap the bag open.

2. Use correct size bags. Ask the customer if she prefers one large bag or two smaller ones. If her purchases are all heavy items, one bag might be too heavy to carry.

3. Divide the load. Do not put light weight items in one bag and heavy items in the other bag.

4. Build a base. Use cans around the outside and heavy or large bottles in the center. Never put bottles on the outside. Separate glass jars with small packages such as jello.

5. After you have built the base, build the walls. Use packages such as cereals for this purpose. Put glassware in center or small items.

6. Put eggs, tomatoes and other perishables on top.

7. Leakers such as meat and wet produce items put in separate bags or wrap before bagging with other grocery items.

8. If your store has an in-store bakery, suggest to the customer that she carry items in bags or boxes. A box could contain a cream pie. A bag could contain a decorated pastry. Keep all boxed items in their flat position.

9. It is a checker's responsibility to see to it that the box boy bags her customer's order correctly.

10. Bags cost money. Do not fill a large bag only half full. Do not overload a bag either.

11. Be sure to check the bottom of the cart so that you do not omit any item.

12. Large packages, such as gallons of purex, or bags of dog food, need not be bagged.

13. Do not put dairy products next to soap.

14. If you tear a bag, remove all items and bag over in a new bag.

15. Use two hands. You can bag faster and just as accurately. Time costs money. Usually the customer is in a hurry to get home and the one waiting in line will appreciate your thinking of her too.

16. If you have a Queue, do not visit unnecessarily. You must consider the customer who is waiting as well as the one you are waiting on.

17. If you work in a store with an automatic checkstand, do not mix orders. If in doubt ask the customer where her order ends. It is easier to prevent a mistake than to correct one.

18. Put frozen foods in separate bags.

19. Tighten caps on all bottles, especially bleach and ammonia. Never put these items in a bag with other groceries.

20. Learn and remember customer names.

21. Thank a customer for waiting.

22. If you have given special attention to some item, call this to the customer's attention.

23. Treat your customer like you would a guest in your home. If you don't you won't have a home.

Handout #48

TRICKS OF THE TRADE

The Difference Between A Pro and An Amateur

1. Group check by departments as often as possible.
2. Do not look at the cash register keyboard every time you ring an item.
3. Call a box boy if you are going to need him, before you start to check an order, not after you have finished.
4. If unsure of a price, call the manager not another checker and continue checking.
5. Do not let customers Queue up at your checkstand, call another checker.
6. Have enough supplies to last out your shift.
7. Stop completely when interrupted.
8. Slow down when the situation calls for extra care.
9. Correct errors immediately. Explain the error to the customer's satisfaction.
10. Do not ring multiple price items separately. Hold the items to be sure customer has purchased the multiple unit. If in doubt, ask the customer.
11. Turn all items price side up. Look alikes could be different. Del Monte canned peas could look alike but contain different sieve count and consequently have different prices.
12. Think and act like you owned the store.
13. Treat the customer the way you would like to be treated.
14. Be prompt, be accurate, be fast.
15. Do those things that need doing without waiting to be told.
16. Ask questions. If you know why, work will be more fun and you will be more helpful to your customers, your fellow workers, and your manager.
17. Watchout for these words, they can ruin your career. Self pity, complaining, boasting, conceited, gossiping, rude.
18. It is easier to do the job right than explain why you did it wrong.
19. Admit your mistakes promptly and seek advice.
20. Be enthusiastic.

MULTIPLES

Step 1: Reduce the multiples to the lowest multiple if this is possible.

Examples: 8 for 50¢ reduced to its lowest multiple would be 2 for 13¢. Six for 77¢ reduced to its lowest multiple would be 3 for 39¢. NOTE: You can only reduce those multiples where the units of the multiple are divisible without a fraction for an answer.

Examples: 3-5-7-11 cannot be reduced. 4-6-8-9-10-12 can be reduced. 7 for $1 cannot be reduced but 9 for $1 can be reduced to 3 for 34¢.

Step 2: To determine the lowest price per unit for each unit of a multiple-priced item, divide the number of units into the price. The numerator of the fraction will tell you the number of units to be sold at the next highest price rounded off.

Examples: 5 for 77¢ -- $5\overline{)77}$ = 15 2/5

The numerator 2 tells you that the first two units sell for the next highest rounded off price which is 16¢. The rest of the units sell for 15¢. Therefore, one unit would be 16¢ - 2 for 32¢ - 3 for 47¢ - 4 for 62¢ and 5 for 77¢.

Rule 1: If a customer purchases more than the multiple price, add to the price the price for the extra units purchased. Examples: If a customer purchased six units of an item that sells for 5 for 77¢, you add 16¢ to 77¢. If 7 units are purchased, you add 32¢ to 77¢. If 8 units are purchased, you add 47¢ to 77¢.

Policies: In the State of Washington, most stores use one of the two following policies:

Policy A - The customer is to be charged the closest price to the multiple for any units purchased. Example: 3 for 25¢, 1 for 9¢, 2 for 17¢, 3 for 25¢.

Policy B - The customer is to be charged the rounded off price for all units less than the multiple price. Example: 3 for 25¢, one unit 9¢, 2 units 18¢, 3 units 25¢.

Instructions for using Carl Jackson Multiple Exercises:

You will notice that these exercises have lines for three policies, A - B - C. Draw a line through C and do A and B only as explained in this Handout.
Example:

3 for 25¢	1	2	3
A	9	17	25
B	9	18	25
C	X	X	X

PROGRAM OBJECTIVE

TO DEVELOP THE STUDENT TO A LEVEL OF COMPETENCY EQUAL TO OR IN EXCESS OF, THE AVERAGE ABILITY OF AN EMPLOYEE HIRED "OFF THE STREET" WITH SIX MONTHS WORK EXPERIENCE.

Specific Objective to reach the above goal:

Upon completion of 180 hours of instruction, plus six weeks on-the-job work experience orientation, the student

WILL BE ABLE TO:

HANDLE MONEY:

. Handle money and make change accurately so that neither customer nor store suffer financial loss.

CASH CHECKS, HANDLE FOOD STAMPS AND MANUFACTURER'S COUPONS:

. Cash checks in a manner that will not cause financial loss to the store.

POST THE LEDGER:

. Post a ledger so that all transactions that occur in the checkstand are accurately recorded.

UNDERSTAND POLICIES:

. Understand that store policies do exist. Know what they are. Know the importance of learning and knowing how to use these policies as established by the store in the daily work of a checker.

UNDERSTAND SECURITY:

. To minimize losses caused by those actions generally classified under store security.

KNOW FRONT-END PROCEDURES:

. Use front-end procedures that will give the customer fast, accurate service, and create an environment conducive to building customer good will.

PRICE AND STOCK:

. Price and stock accurately and rapidly.

DO MULTIPLES:

. Determine accurately the unit price for items sold by multiple pricing.

MEMORIZE:

. Know how to investigate and remember produce prices, ad prices, multiple prices, prices for unmarked items.

BAG GROCERIES:

. To bag groceries in a manner that will offer the customer the finest service, and minimize customer dissatisfaction. Handle products in a manner that will minimize shrinkage loss due to incorrect bagging.

INTER-PERSONAL RELATIONS:

. Understand and use human relations in such a manner that it will encourage customers to patronize the store. Contribute to improvement of inter-personal relationships among store personnel so that work experience will be more enjoyable for both student and other employees. Will possess those attitudes sometimes referred to as "The Industrial Virtues."

MAINTAIN PERSONAL APPEARANCE:

. Understand the importance of personal appearance and maintain such appearance as required by store policy.

USE ACURA-TOUCH METHOD:

. Manipulate the keys of the register in a manner so that the focus of attention is on the customer or the merchandise to give accurate, prompt service and minimize loss to both store and customer. THE ACURA-TOUCH METHOD OF REGISTER MANIPULATION.

OPERATE A REGISTER:

. Maintain and operate the cash register in a manner that will minimize loss due to repairs and service charges.

OPERATE A SCALE:

. Maintain and read a scale accurately and promptly.

IDENTIFY PRODUCE:

. Identify products sold in the produce department. Source of origin, characteristics, how sold, times of year available and how used.

KNOW DAIRY DEPARTMENT:

. Answer customer questions intelligently concerning products sold in the dairy department, how sold, used, and handled at the checkstand.

IDENTIFY MEATS:

. Identify the products sold in the meat department. Cuts of meat, grades and characteristics of meat, care and use of products sold in the meat department.

KNOW BAKERY DEPARTMENT:

. Understand care and use of bakery products. Will have a knowledge of ingredients used, why they are used, and how they benefit the customer.

HAVE KNOWLEDGE OF NON-FOODS DEPARTMENT:

. Will know the importance of the non-foods department to the customer and the store. Identify products sold in the non-foods department, their uses and care in stocking and handling.

RECOGNIZE GROCERY ITEMS:

. Recognize can and package sizes. Different grades and qualities. How to serve a customer in a self service grocery department. The reasons for product location, space, and display. Why some products are stocked and others are not.

UNDERSTAND SUPERMARKET ECONOMICS:

. Understand the economic facts of life of the supermarket so as to make a better contribution to the financial successes of the store and to communicate accurately the role of the food industry when communicating with others.

In addition to the classroom instruction, the graduating student must have six weeks work experience to adapt to store policies and procedures.

Instructions for Teaching ACURA-TOUCH

1. The name of the game is accuracy. Continually stress the importance of going slowly, learning the keyboard. If the total is incorrect they are going too fast.

2. As the student progresses through the lessons and drill exercises, he will learn the relationship of a number registered to the number to be registered. When this occurs, the student will no longer use the sandpapered home keys. These will be used by the student to locate home position only when he removes his hand from the register.

3. The thumb and index finger are to be used for numbered keys. There are two exceptions. The first exception will be found in Lesson #5. The second exception is on a register with a curved keyboard where the keyboard is too long to ring 19 using thumb and index finger. In this case, the student may use the middle finger to register number 9.

4. The middle finger is to be used to push the department keys on those registers where the department keys are located at the upper right side of the keyboard.

5. On the SWEDA power penney, the department keys are to be pushed with the thumb. The student has a choice of using the thumb on either hand. If using the thumb on the right hand causes the student to remove his hand from the keyboard, he should use the thumb on his left hand.

6. Those keys on the ledger side of the register such as amount tendered, change, void, etc., are to be pushed as follows. If the key to be pushed is below the center of the keyboard, the key is to be pushed with the thumb. If above center, the key to be pushed with the middle finger.

7. The motor bar is to be pushed with the side of the hand or little finger whichever is convenient.

8. On change computation registers, the cash tendered or amount tendered key is raised higher than the other keys. This key is to be pushed with one side of the hand.

9. A shield is to be used to conceal the keys so the student learns that he can locate the keys accurately without using the eyes.

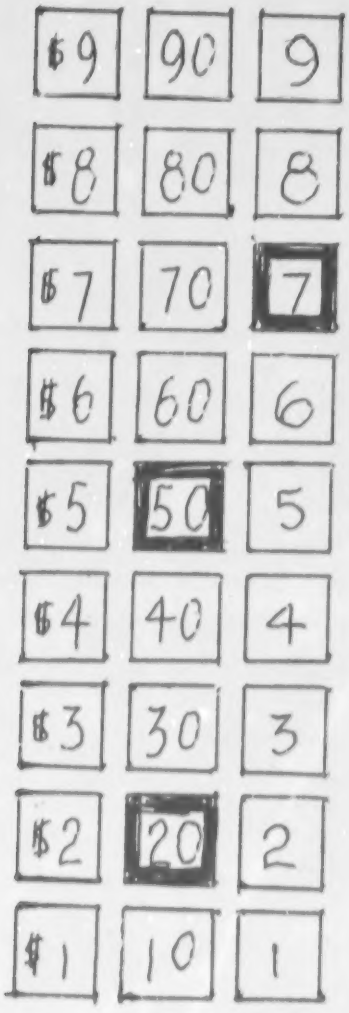
10. After a few hours the shield should be removed so the student will discipline himself not to look. Tell the student the shield will be returned to the register if he has not yet developed the ability to ring the register without looking.

11. The student is not to lift his thumb and finger from the keyboard while learning key location. They must slide the thumb and finger from one set of numbers to the next set. In other words, they must feel their way from number to number until confidence is developed.

12. Student is to push both keys at once when ringing numbers involving two keys. Example: When ringing 29¢, place the thumb on the 20, the index finger on 9 and push both keys down simultaneously.

ACURA-TOUCH

Instructions for Home Key Locations



Materials: A. Scotch mounting squares
This is a two-sided adhesive

B. Course grit sandpaper.

Cut adhesive and sandpaper in squares (not round) to size needed to cover key. Cover the 20, 50, and 7 key as shown.

STUDENT TEXTS AND MATERIALS

* 1. Your Attitude Is Showing

* 2. A Study Guide to Efficient Market Checking

3. The Household Encyclopedia (paperback)

4. 18 Rules of Bagmanship (booklet)

5. 101 Meat Cuts

6. Beef - Pork - Lamb Handouts (8 1/2 X 11)

* 7. One three-ring binder with 100 sheets ruled filler paper (for student manual)

* 8. Quaker Oats Kit

NOTE: 14 units of programmed instruction. This is provided by the school on loan to the student. Be sure all 14 units are in the kit when returned by the student. Collect a $5 deposit for each kit.

9. Blue Goose Buying Guide

*These items must be used by the students. Item one, two and seven must be purchased by the students. Item i may be purchased by the student or made available from the school library. Other items should be available from the school library.

THE STUDENT MANUAL

Purposes

1. Preparation of the manual by the student reinforces learning.
2. When completed the manual is a ready reference as an aid in solving on-the-job problems.
3. The manual enhances the student's employment opportunities when used by the student during the job application and interview process.

Organization

The manual should be organized in seven parts as follows:

Part A: Diploma and resume

Part I: Handout Materials

Part II: Tests

Part III: Answers and written comments on each unit of Quaker® Oats Programmed Instruction

Part IV: Written comments on each chapter covered in the text, "Your Attitude Is Showing."

Part V: Written assignments related to each of the 22 competencies.

Part VI: Student notes.

HISTORY OF WASHINGTON STATE VOCATIONAL CASHIER-CHECKER MOBILE UNIT (How It All Came About)

Now on the road serving school districts in remote areas of the state, the Washington State Cashier-Checker Mobile Unit had its origin in an interesting set of circumstances. It was conceived in a setting when employment statistics showed a shortage of well-trained cashier-checkers both nationally and statewide. This critical need prompted the National Supermarket Institute, the National Cash Register Company, and the Department of Distributive Education at Western Michigan University, to call a national meeting to consider ways and means of solving the need. The Director of Distributive Education, K. Otto Logan, was among those fortunate enough to be invited to attend. Upon his return, he reported to his staff on a new teacher-education program developed and tested by the Supermarket Institute and National Cash Register Company in cooperation with Western Michigan University.

The grocers of Eastern Washington were quick to respond in favor of the program and asked their Supervisor of Distributive Education at Spokane Community College, Leigh Hales, to attend at their expense, a two-week teacher-training program at Western Michigan University to learn more about how to teach this new course. Later, through the efforts of the National Cash Register Company, the Associated Grocers of Seattle also responded by sending Mr. Walter A. Riggs, DE Coordinator at Bellingham Technical Institute, to a meeting of grocers at Western Michigan to evaluate the adequacy of the training program.

With this set of circumstances as a background, the focus of how the cashier-checker mobile unit came about can be directed to the State of Washington. Two overall questions were: What had the State of Washington offered in the past, and what could be offered in the future? It was apparent that in spite of the fact that five cashier-checker training programs were in operation in the state, the demand was far from being satisfied -- especially the needs in outlying areas in the state. In consideration of this, the state office staff focused its attention to the areas of greatest need and at a brainstroming session of the state office staff, (LeRoy McCartney, Jim Blue, Vocational Education Director Ernie Kramer, and others) the idea of the mobile unit came out as one possibility for expansion. However, the purchase of a made-to-order unit for a mobile classroom proved financially prohibitive.

Rather than drop the idea, however, the situation was described to Wally Riggs who pursued the idea further and discussed it with his vocational director, Mr. Ray Smith at the Bellingham Technical Institute. Mr. Smith came up with the idea that the school, through its regular instructional offerings, could convert a trailer unit if one were available, into a classroom. The State would have to work out the blueprints, plans and cover the costs of materials.

Because of this interest, it was decided that the matter be presented to the Executive Director of the Washington State Food Dealer's Association, F. N. McCowan, for his reactions. The complete idea fell into a receptive atmosphere and after Mr. McCowan had had time to discuss it with the directors of the food dealers group, they put out a notice for a trailer unit. The response was quite immediate since Safeway, Inc. gave us the opportunity to select a used trailer with their compliments and at the same time Darigold donated a tractor -- one which would be suitable for transporting the trailer from place to place.

With these developments the matter was presented to the Coordinating Council for Occupational Education and approved by them as a worthy project with $15,000 budgeted to cover costs of materials and equipment. The Bellingham Vocational Institute then began the work of overhauling the trailer and together with the state office, plans were for making the 8' X 35' trailer a classroom on wheels.

Without any previous blueprints to guide us, space was measured off for three split "L" checkstands, a table and chairs to serve a group of 12 students at one time, storage facilities, wiring, paneling, flooring, heat and air conditioning. With this pioneering blueprint, the work on meeting the specifications was the job of the Bellingham Technical Institute.

Before the year was up, the unit was ready for its initial pilot program on Haggen's Supermarket lot in Bellingham. A local advisory committee, consisting largely of grocers, but supported by labor, backed the initial project 100% and in two weeks of training the first class of 12 graduates completed the program July 4, 1969. The unit was now ready for launching statewide.

This action was not taken until a state advisory committee, representing management and labor, had been organized. The first meeting of the committee was held in the mobile unit at Bellingham, at which time the members witnessed the students in training.

The first request for the use of the unit came from Skagit Valley College to be used in connection with upgrading presently-employed grocery personnel in cashier-checker training. Harry Tobin, Mid-Management Coordinator, made the plans in the local area on the basis of the advice from his local advisory committee and organized the program into four twenty-hour shifts for purposes of upgrading. As a result of Mr. Tobin's participation, the ACURA-TOUCH system of cash register operation was initiated -- an innovative system which makes for increased checker accuracy.

The second request for the unit came from Spokane Community College in terms of serving a need in the outlying areas of the community college district at Pullman. To publicize and make known the availability of the school, the unit was purposely placed in the center of the campus at the Washington Vocational Association Conference in August, 1969, at Eastern Washington State College, where directors and supervisors of vocational education were briefed on the availability of the unit. Through the efforts of our teacher-educator William D. Syhlman, the first college credit course was offered on how to teach the ninety-hour cashier-checker course. The next month the unit was placed on display at the Food Dealer's Convention in Seattle. As a result, publicity has appeared in the Food Dealer's Magazine, the Vocational Education News for the State of Washington, the Labor Advocate, and numerous newspapers through the efforts of Alex Crewdson, Public Information Specialist.

Needless to say, there were many problems in connection with the pioneering of this new unit, all taking place during the period of time from the first pilot project at Bellingham to the third at Pullman. Problems arose such as: How the truck was to be packed for travel, electrical connections for hookup on supermarket lots, problems involving recruitment and publicity. These problems which in themselves are interesting experiences, were incidental to making the unit a functioning and moving school on wheels doing its part to serve a need, particularly in the outlying areas of the state. The whole history of the mobile unit is a story which started because of a need in industry on a nationwide basis, followed up with action in

the State of Washington, encouraged by the combined interests of management, labor, local school districts, and the support of the Coordinating Council for Occupational Education. This is Chapter I on how it all came about. Progress a year from now might be the subject of a second chapter.

Handout #55

TRAINEES RATING PROFILE

COLUMN I: Instructor's rating at the end of the 90 or 180 hour instructional period.

COLUMN II: Employer's rating at the end of four to six weeks' employment.

COLUMN III: Rating at termination of employment.

- Fifty represents the maximum competency attainable in each area at the end of the 90-hour instructional period.
- One hundred represents the maximum competency attainable by the graduate at the end of the four to six weeks' trainee's internship in employment.
- Attainment of a score of 100 in all areas in Column II indicates that the graduate is able to perform at a level of competency equal to that of the average checker with six months' experience.
- Attainment of a score of 200 in all areas in Column III indicates that the graduate is able to perform at a level of competency equal to that of a professional journeyman checker.

RATING FORM

AREA OF COMPETENCY	1	2	3	AREA OF COMPETENCY	1	2	3
Maximum Rating Attainable	50	100	200	Maximum Rating Attainable	50	100	200
MONEY HANDLING				PERSONAL APPEARANCE			
CHECKS				ACURA-TOUCH			
POSTING THE LEDGER				REGISTER OPERATION			
POLICIES				SCALE OPERATION			
STORE SECURITY				PRODUCE			
FRONT-END PROCEDURES				DAIRY			
PRICING AND STOCKING				MEAT			
MULTIPLES				BAKERY			
MEMORY				NON-FOODS			
BAGMANSHIP				GROCERY			
INTER-PERSONAL RELATIONS				SUPERMARKET ECONOMICS			

NOTE: This rating profile should be handed to the employer upon entering the trial period of employment and returned to the trainee with the employer rating at the end of the four to six weeks on-the-job experience.

NAME AND ADDRESS OF STORE: _____

_____

SIGNATURE: _____ TITLE _____

Tear off this portion

FOLLOW-UP REPORT
(To Be Completed By The Employer)

In order to maintain the highest standard of educational excellence, we would appreciate your filling out this follow-up evaluation after this student has been employed by you for two months. Mail to the Washington State Checker Schools, COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION, Distributive Education, P. O. Box 248, Olympia, Washington 98501.

STUDENT'S NAME _____ DATE _____

NAME OF SCHOOL _____ INSTRUCTOR _____

COMMENTS:

EMPLOYER NAME AND ADDRESS: _____

_____

SIGNED: _____ TITLE _____

STUDENT REACTION TO INSTRUCTION
Mobile Checker School

COURSE_____Date_____

This form gives you a chance to express your reaction to the instruction you are getting in this mobile school, and thereby to help your instructor improve his course. Please give it your careful attention. Check or write in the answers that most clearly express your best judgment. Leave a question unchecked if it does not apply to this course or if for some other reason you cannot make a sincere appraisal. Please do not sign your name.

REACTION TO COURSE ORGANIZATION

1. Is the course well organized?

   Well organized_____Satisfactorily organized_____Poorly organized_____

2. Are assignments clear and definite?

   Unusually clear and definite_____Clear and definite_____Sometimes vague and indefinite_____Usually vague and indefinite_____

3. Do you find special assignments or projects useful?

   Very useful_____Usually worthwhile_____Of doubtful value_____Mere busy work_____

4. How would you rate the textbooks you were asked to purchase?

   Very good_____Good_____Fair_____Poor_____

REACTION TO TEACHING METHODS

1. Are you encouraged to participate in class actively?

   Always encouraged_____Usually encouraged_____Instructor indifferent_____

   Participation discouraged_____

2. What do you think of the instructor's check on your work?

   Very good_____Good_____Fair_____Poor_____

3. Are the tests fair?

   Very fair_____Unfair_____Very unfair_____

4. What do you think of the instructor's grading system?

   Very fair_____Satisfactory_____ Unreliable_____Unfair_____

REACTION TO INSTRUCTOR'S GENERAL EFFECTIVENESS

1. How well does the instructor know his subject?

   Very well_____Fairly well_____Not well enough_____Very Poorly_____

2. Is the instructor well prepared for the class period?

   Always_____Usually_____Seldom_____

3. Does the Instructor stick to his subject?

   Almost always_____Usually_____Often wanders_____

4. Does the instructor speak clearly and distinctly?

   Almost always_____Usually_____Infrequently_____

5. How well does the instructor hold your interest in class?

   Very well_____Moderately_____Not too well_____Poorly_____

6. How well does the instructor succeed in stimulating you to work?

   Very well_____Moderately well_____Enough to "get by"_____

7. How effective is the instructor in helping individual students?

   Very effective_____Fairly effective_____Ineffective_____

8. From your knowledge and observation, how much cheating occurs in the course?

   None_____Very little_____Considerable_____Very much_____

9. On the whole, what do you think of the course?

   Very good_____Good_____Fair_____Poor_____Very poor_____

10. Considering everything, what do you think of the instructor's general effectiveness?

    Very good_____Good_____Fiar_____Poor_____Very poor_____

INFORMAL REACTIONS

1. What do you particularly like about this course and/or the instructor?

2. What do you particularly dislike about this course and/or the instructor?

Handout #58

Date _____

ROLE PLAYING
EVALUATION

CUSTOMER _____ CHECKER _____ BOXER _____

ITEM	GRADE	COMMENTS
Bottle Refund		
Paid Out		
Returned Merchandise		
Overring		
Underring		
Department Errors		
Correct Change		
Correct Prices		
Correct Bagging		
Group Multiples		
Service		
Checks		

He who is carried away by enthusiasm, may have to walk back.

To handle yourself, use your head;
To handle others, use your heart.

The foundation of good human relations is love, expressed by emphathy, friendliness, and good will. The proper conception of business is a transaction carried out in the spirit of friendliness.

Success or failure in business is related more to mental attitudes than mental capacities.

By now, if you have concluded that attitudes are as important as the skills and knowledge taught in this course, you are correct.

APPENDIX B

Competency Level

TEST INSTRUCTIONS

1. Give these tests during the one-half hour self-study periods.

2. Give the test as soon as the student has learned what they need to know to be at the level of competency required for a diploma.

3. It is the responsibility of the instructor to do everything possible to assist the student to achieve the required competency for a diploma. On the other hand, no student should receive a diploma who has not achieved the level of competency required.

4. If a student fails the test, give the student the test again at any time the student believes he has achieved the required level of competency.

5. A student who answers all questions correctly is to be given a score of 50. Deduct one point for each incorrect answer.

6. If the student is unable to answer all questions correctly, the student has not achieved the level of competency required for a diploma.

7. The tests are to be entered by the student in the student's manual as a part of the student's permanent record. Remember the importance of the student manual. It is the best key the student will have to open the door to employment opportunities.

8. When the student achieves the level of competency required for each body of knowledge, enter the score of "50" in your grade book or directly on the student's diploma.

INSTRUCTOR'S VISUAL OBSERVATION TEST
OF STUDENT COMPETENCY

1. Enter a score of "50" for each competency on rating form if student's work is accurate.

2. These competencies are to be tested during role playing in the laboratory.

3. These visual observation tests are in addition to the written competency tests. A student must pass both tests with a score of "50".

4. The students must be rated twice. Rate them the first time by observing them in role playing with each other.

5. Second rating. The instructor is to take a cart of groceries and have each student check and bag the purchases with no errors or all errors related to the ledger sheet properly posted.

6. Enter the grades for the written tests.

INSTRUCTOR'S VISUAL OBSERVATION TEST
OF STUDENT COMPETENCY
(Rating Form)

Name: _____ Date: _____

Score: _____

COMPETENCY	Written Test SCORE	Observation Test SCORE	
	A	1	2
1. Change making and money handling			
2. Inter-Personal Relations			
3. Checks			
4. Posting the Ledger			
5. Store Policies			
6. Supermarket Economics			
7. Store Security			
8. Bagmanship			
9. Produce			
10. Dairy			
11. Personal Appearance			
12. Meat			
13. Bakery			
14. Non-Foods			
15. Grocery			
16. Multiples			
17. Memory			
18. Front-end procedures			
19. Scale Operation			
20. Register Operation			
21. ACURA-TOUCH			
22. Pricing and Stocking			

Final Examination

ACURA-TOUCH

Name: _____ Errors: _____

Date: _____ Time: _____

Minimum competency required for diploma. Time: 4 minutes with no mistakes. A professional checker can do this test in 2 minutes, 25 seconds, with no mistakes. Where multiple price is shown, ring price for one can.

2 - 41 GR	3 - 41 GR	1.14 MT
13 GR	11 GR	3.32 MT
3 - 40 GR	2 - 45 GR	2.41 MT
30 GR	24 GR	4.23 MT
2 - 25 GR	3 - 32 GR	34 PR
41 GR	33 GR	14 PR
2 - 19 GR	64 GR	37 PR
12 GR	71 GR	39 PR
3 - 11 GR	29 GR	45 PR
34 GR	26 GR	49 GR
2 - 23 GR	2 - 49 GR	73 GR
21 GR	2 - 37 GR	52 GR
83 GR	2 - 27 GR	44 GR
94 GR	2 - 21 GR	32 GR
28 GR	3 - 37 GR	10 GR
25 GR	2 - 65 GR	43 GR
2 - 35 GR	2 - 59 GR	23 GR
3 - 25 GR	2 - 43 GR	22 GR
2 - 79 GR	2 - 39 GR	51 GR
31 GR	3 - 31 GR	82 GR
42 GR	2 - 47 GR	35 GR
3 - 38 GR	3 - 35 GR	27 GR
3 - 29 GR	2 - 31 GR	
14 GR	2 - 33 GR	$ 30.27

Final Examination

ACURA-TOUCH

Name: _____ Errors: _____

Date: _____ Time: _____

Minimum competency required for diploma, time 3 minutes, with no mistakes. A professional checker can do this test in 1 minute, 40 seconds with no mistakes.

24	59	61	51	39
23	35	44	65	15
22	52	11	57	25
32	31	22	43	17
31	38	24	33	21
25	28	41	81	04
20	28	27	35	37
38	35	13	53	48
24	20	09	56	91
25	51	19	23	99
17	31	43	26	98
34	35	23	27	19
15	41	54	39	13
69	19	41	15	30
34	23	14	26	16
15	27	62	27	29
				24
			Total	27.91

Final Examination

ACURA-TOUCH

Name: _____ Errors: _____

Date: _____ Time: _____

Minimum competency required for diploma, time: 3 minutes, with no mistakes. A professional checker can do this test in one and one-half minutes with no mistakes.

22 GR	69 MT	02 TX	44 MT	95
81 MT	09 PR	79 MT	49 PR	30
38 PR	05 GR	23 PR	69 MT	03
41 GR	04 PR	50 MT	13 GR	72
28 PR	28 GR	59 MT	09 PR	69
91 MT	73 MT	35 PR	05 PR	03
14 PR	48 PR	52 GR	43 GR	65
62 MT	61 MT	38 MT	02 TX	05
07 PR	19 GR	61 PR	54 MT	28
29 GR	32 GR	20 GR	35 GR	94
76 MT	01 TX	01 TX	01 TX	04
13 PR	89 MT	91 MT	09 GR	49
68 MT	02 GR	17 PR	63 PR	82
33 GR	07 PR	41 GR	16 GR	11
01 TX	55 GR	02 TX	01 TX	56
			Total	27.56

Final Examination

HUMAN RELATIONS
(Inter-Personal Relations)

Name: _____ Date: _____

Score: _____

1. You will be hired not so much for what you know but for your willingness to learn and your willingness to work. Do you agree with this statement? Explain your answer.

2. Failure to listen is the cause of a great many employee problems. How can you improve your listening ability?

3. Most employers encourage employees to ask questions. Why?

4. Is it human relations smart to openly admit your mistakes? Explain your answer.

5. Teasing and testing is common where people work together. Why does this occur? How would you react to these conditions?

6. The employee should not expect management to provide monetary rewards every day, week or month to keep his personal productivity at a high level. He should not expect to be consistently counseled into becoming a high producer. He should not expect to be pampered into doing better work. Do you agree with this statement? Explain your answer.

7. How do you interpret the phrase, "Shape up or ship out?"

8. Explain in your own words what you think is meant by, "Inter-Personal Relations."

9. Most business executives agree that human relations problems are the biggest single factor contributing to loss of customers, loss of sales and loss of profits. Would you agree that "Do unto others as you would have them do unto you" could minimize, if not eliminate, most human relations problems? Explain your answer.

10. A fellow employee has just told you that another checker was given a 50¢ an hour raise. You have been employed as long as this other checker. What course of action would you take?

11. A customer accuses the store of deliberately short-weighing meat. What would you tell this customer.

12. What is meant by a positive attitude?

13. What will you do when hired as a checker, to improve the human relations environment of the supermarket where you will work.

DO NOT WRITE BELOW THIS LINE, FOR INSTRUCTORS USE ONLY

Attendance: Days Late_____ Days Missed_____

Cooperation:_____

Enthusiasm:_____

Employee Relations:(Role Playing)_____

Customer Relations:(Role Playing)_____

Personal Appearance:_____

Test No. 3

Final Examination

STORE SECURITY

NAME:_____ Date:_____

Score:_____

1. Describe the behavior pattern of a potential shoplifter?

2. What should you do if you observe someone shoplifting?

3. How can you minimize shoplifting?

4. How can you prevent till tapping?

5. How can you prevent being short changed?

6. What should you do when a robbery occurs?

Test No. 4

Final Examination

SCALE OPERATION

Name: _____ Date: _____

Score: _____

1. List the three things a checker must do to her scale before starting to check out customers.

2. When the reading line of a scale falls between two numbers, the checker must decide which price to charge for the item. There are two different policies and the checker must know the policy of her particular store. What are these two policies?

3. When the price per pound for an item is not listed on your scale, how do you determine what price to charge the customer? There are two easy ways to do this. Using 89¢ as the price per pound, show procedure one. Using 40¢ per pound, show procedure two.

4. Ocassionally a produce item may be priced as a multiple, i.e.: 10 lbs - 73¢. Describe how you would determine the selling price of the item if the multiple price is not on the price bar.

   Problem 1 - 10 lbs - 70¢
   Problem 2 - 5 lbs - 63¢
   Problem 3 - 2 lbs - 39¢
   Problem 4 - 3 lbs - 49¢

5. Instructor: Select six to ten items from the produce rack of participating super market. Have the student weigh each item, making entries on the form below.

ITEM	RETAIL SELLING PRICE	AMOUNT OF PURCHASE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Final Examination

REGISTER OPERATION

Name: _____ Date: _____

Score: _____

1. There are four things you must do before starting to check out customers on your register. What are they? (Do not include counting your change)

   1. 3.

   2. 4.

2. List in sequential order the three steps you must take to complete a sales transaction using a non-change computation cash register. (Do not include refunds, errors or paid-outs)

   1.

   2.

   3.

3. List in sequential order the five steps you must take to complete a sales transaction using a change computation cash register. (Do not include paid-outs, errors or refunds)

   1. 4.

   2. 5.

   3.

4. If the receipt paper becomes jammed in the register, what procedure would you use to correct this problem?

5. How do you determine when detail or receipt paper is needed?

6. How and when do you prevent operation of your cash register?

7. Why do cash registers have department keys?

8. If you depress a wrong key, what must you do?

9. How can you prevent jamming a cash register?

10. Why do some stores have clerk keys labeled A,B,C,D,E?

Final Examination

CHANGE MAKING AND MONEY HANDLING

Name: _____ DATE: _____

Score: _____

1. Whether a store manager requires it or not, it is a good idea to count the money in the cash drawer at the beginning and end of each shift. Why?

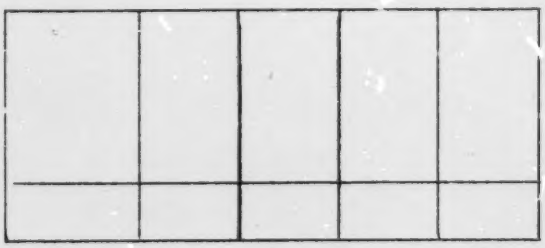
2. Where should money tendered be placed while making change? Why?

3. The procedure for removing change from register and giving it to the customer is done in two steps. What are they and why must this procedure be followed?

4. What side of a paper bill should be up and which direction should it face?

5. Enter in the cash drawer below where you would place the following:

   1¢ - 5¢ - 10¢ - 25 ¢ - 50¢ - $1 Bill - $5 Bill - $10 Bill - $20 Bill



6. Where would you place checks, coupons, and large bills? What care must be exercised when doing so?

7. (See Next Page)

8. (See Next Page)

Name: _____ Date: _____

Score: _____

7. Making Change - Regular Method

DIRECTIONS: Use as few coins and currency as possible when making change.

Denominations	01¢	05¢	10¢	25¢	50¢	One Dollar	Five Dollars	Result
EXAMPLE: 4.33 out of 10.	2	1	1		1		1	10.00
17¢ out of 50¢								50¢
2.73 out of 5.								5.00
1.29 out of 5.								5.00
81¢ out of 1.								1.00
39¢ out of 10.								10.00
21¢ out of 50¢								50¢
7.57 out of 10.								10.00
3.02 out of 5.								5.00
2.76 out of 10.								10.00
1.57 out of 5.								5.00
51¢ out of 75¢								75¢
2.01 out of 2.50								2.50
7.53 out of 10.								10.00
5.47 out of 20.								20.00
54¢ out of 1.04								1.04
76¢ out of 1.01								1.01

Name: _____ Date: _____

Score: _____

8. Making Change - When Using Change Computing Register

DIRECTIONS: Use as few coins and currency as possible. Enter number of each used.

Denominations	Five Dollars	One Dollar	50¢	25¢	10¢	05¢	01¢
EXAMPLE: Your Change $9.32	1	4		1		1	2
" " 0.24							
" " 2.73							
" " 3.29							
" " 0.83							
" " 0.44							
" " 2.21							
" " 6.37							
" " 3.07							
" " 2.76							
" " 1.58							
" " 0.62							
" " 8.65							
" " 7.49							
" " 4.27							
" " 5.91							
" " 6.19							

Test No. 7

Final Examination

PRICING AND STOCKING

Name: _____ Date: _____

Score: _____

1. What is meant by stock rotation? Why is rotation a must?
2. What determines number of facings given any product item?
3. Why must you check the shelf price and price of shelf stock with price of item you are stocking?
4. What would you do if the prices referred to in problem 3 did not match?
5. Why must you read the label on the item being stocked before putting it on the shelf?
6. How should you stock items in glass containers?
7. What care must be exercised when cutting cartons for pricing?
8. Most cartons contain two layers. Where do you cut this carton for pricing? Why?
9. Prices stamped on a product must be _____ and _____.
10. What is meant by the term "facing the shelves?" When do you do it?
11. Items should not be removed, priced and stocked one item at a time?
12. Is it possible to stock shelves using two hands? Explain the importance of your answer.
13. Usually one one or two designated individuals have authority to sign for merchandise delivered. Why?
14. When changing the price on a can, what do you do with the old price?
15. When changing the price on a carton, or cellophane package, what do you do with the old price?
16. How many ounces in the following can sizes? Flat _____: No. 1 Tall _____: No. 2 _____: No. 303 _____: No. 2 1/2 _____.
17. Describe the difference between the following:

    Two sieve peas _____

    Three sieve peas _____

    Four sieve peas _____

Test No. 8

Final Examination

PRODUCE

NAME: _____ Date: _____

Score: _____

1. List the produce items that require careful handling at the checkstand.

2. Give three reasons why an advertised item would run out before the day is over.

3. Leaf vegetables require special care to assure garden freshness. Two conditions must exist. What are they?

4. What causes the fluctuation of produce prices from day to day?

5. Most supermarkets require that a checker do what, concerning the produce department before they start checking?

6. Using Handout #22, list correctly, today's price for ten vegetable items and five fruit items, as listed on the chalk board by your instructor.

7. Using Handout #38, fill out correctly, the ten items listed on the blackboard by the instructor.

8. Using Handout #39, fill out correctly, the ten items listed on the blackboard by the instructor.

Test No. 9

Final Examination

POSTING THE LEDGER

Name: _____ Date: _____

Score: _____

1. There are two reasons for the necessity of posting a ledger. What are they?

2. Why must your ledger be posted promptly?

3. Most stores require that the manager OK refunds or paid-outs in excess of $1. Why?

4. Why do most supermarkets hire "spotters" to check out groceries?

5. There are four kinds of ledger entries. What are they?

USING HANDOUT #17, SOLVE THE FOLLOWING PROBLEMS. SALES TAX 5%.

6. The manager has OK'd an invoice for cash payment amounting to $5.50.

7. A customer returns 79¢ worth of bottles.

8. The meat manager OK'd refund of $3.75 for a returned chicken.

9. A produce item of 39¢ was rung by mistake on the grocery key.

10. A 59¢ grocery item was registered on the grocery key at 79¢.

11. A meat item of $1.79 was registered on the grocery key.

12. A customer returned a defective can of hairspray that cost $1.79.

13. You charged a customer 79¢ for a produce item on sale at 49¢.

Final Examination

CASHING CHECKS

Name: _____ Date: _____

Score _____

1. What does NSF stand for and what information is provided to the checker to minimize loss due to NSF?

2. Why must a checker be particularly careful when cashing government checks?

3. List four good identifications.

4. What is a post-dated check? Is it acceptable?

5. What is a second-party check? Is it acceptable?

6. Would you cash a check on an out-of-town bank? Explain your answer.

7. What is a "bank stamp." Why is it used? Where on the check is the stamp used?

8. Most stores require that the checker enter four items of information. Give an example of how this is done.

9. Why is it important to "read" a check?

10. There is one good rule for cashing checks. What is it?

11. List your reasons for not accepting the following check. The purchase was $5.95.

_____ _____

First National Bank, Bellingham

No. _____

78-4041
7335

Date Jan 21 1971

Pay to Beverly Monroe Amount 72.50

Seventy one and 50/100 Dollars

COUNTER CHECK Signed Walter A Riggs

12. Enter on the check the required information assuming the check above was good and the purchase was $68.50 and you were checking in checkstand No. 5.

Test No. 11

Final Examination
SUPERMARKET ECONOMICS

Name: _____ Date: _____

Score: _____

1. The cost of food in the U.S. is the lowest in the world and the lowest it has ever been in the U.S. according to the latest figures.

   A. What percent of spendable income is spent on food in the US?

   B. In Russia?

   C. In France?

   D. In England? (optional)

   E. How do you account for our food costing so little compared to Russia?

2. What is gross profit?

3. What is the percent of gross profit for the average supermarket?

4. What is net profit?

5. What is the percent of net profit for the average supermarket?

6. List five items paid for out of gross profit.

7. How are retail prices determined in the average supermarket?

8. What determines when an item stocked is discontinued by a supermarket?

9. Generally speaking, what determines the price of items advertised by the average supermarket?

10. There are some economic truths that are valid in any society. It requires effort to produce the food we eat or the things we use or wear. In other words, there is no such thing as something for nothing. The food we buy in a supermarket has what economists refer to as time, form, place, utility.

    A. What is time utility and why does it cost money? Give an example.

    B. What is form utility and why does it cost money? Give an example.

    C. What is place utility and why does it cost money? Give an example.

Test No. 12

Final Examination

STORE POLICIES

Name: _____ Date: _____

Score: _____

1. Why is it necessary for a store to have policies and why is it important for a checker to learn and follow these policies?

2. List fifteen items that are generally covered by a store policy?

Test No. 13

Final Examination

GROCERY

Name_____ Date_____

Score_____

1. What is meant by the term "facing the shelves?"
2. When does a checker face the shelves?
3. What is meant by the term, "rotation of stock?"
4. When does a checker rotate stock?
5. What determines the number of facings given to an item?
6. Which shelves are shopped more than others?
7. What determines the discontinuance of an item?
8. What is a loss leader?
9. Why do stores use multiple prices?
10. What is the average gross profit of a grocery department?
11. Every square foot of floor space costs the owner money each month for rent. He must earn as much as possible from every square foot devoted to selling space. If a loss leader is displayed on the end of a gondola, what can he do with this display to earn money on this floor space?
12. When checking out ad items, it is important to recognize different sized packages. Why?
13. When checking out canned goods, a checker must turn all priced ends up. Why?
14. Why must a checker group multiple-priced items before checking the item?
15. What does a checker do when the stack of multiple items gets too large to hold any longer?
16. What should a checker tell a customer when checking out an ad item?
17. What should you watch for when sliding canned goods out of your way?
18. List six popular items in the grocery department that normally make the store little or no profit.
19. Damaged or broken items are a contributing factor to loss of profit. What can you do to prevent loss from damaged or broken grocery items.
20. Surveys show that cleanliness is among the top reasons why customers prefer one store to another. What can you do to keep the grocery department neat and clean?

Test No. 14

Final Examination

NON-FOODS

NAME _____ Date _____

Score _____

1. Non-food departments became popular in supermarkets after World War II. What are the two most important reasons why supermarkets have added non-food departments?

2. Non-foods departments are in a sense a store within a store with several departments or product categories. List five product categories found in non-food departments.

3. One product category requires special handling when checking and bagging. What is it?

4. Shoplifting occurs frequently in the non-foods department. A checker must be alert to customer behavior to minimize shoplifting of non-food items. What product categories are most popular with shoplifters?

5. In independent supermarkets the merchandise is usually ordered and stocked by the wholesale house. What must a checker do to keep the shelves looking well stocked?

Test No. 15

Final Examination

FRONT-END OPERATIONS

Name_____ Date_____

Score_____

1. Draw a rough sketch showing how a checker should work in a split "L" checkstand.
2. Why should a checker focus her attention on the merchandise or the customer rather than on the cash register?
3. According to the research of SWEDA Cash Register Company, how does ACURA-TOUCH benefit the customer?
4. How does ACURA-TOUCH benefit the checker and the employer?
5. According to Handout No. 3, there are eight rules a checker must follow to give accurate, courteous, prompt service. What are they?
6. The line of customers waiting to be checked out is called a queue. How many customers should there be in a queue before calling another checker?
7. In addition to checking out customers, the checker has other checkstand duties. List five.
8. Handout No. 48 lists 20 tricks of the trade of professional checkers. List ten of them.
9. Why is department registration so important?
10. What must you do when you make a department error?
11. What must you do when you make a price error?
12. List some of the things you would do before opening your checkstand for customer service.

Test No. 16

Final Examination

BAKERY

Name_____ Date_____

Score_____

1. What are the advantages of an in-store bakery?
2. What are the disadvantages of an in-store bakery?
3. How should bakery products be bagged?
4. What are the advantages of imitation whipping cream over whipping cream when used in cream puffs and other puffed pastries?
5. What product is usually used as an imitation whipping cream?
6. What products are usually used as mold inhibitors in bread?
7. What are the customer advantages of mold inhibitors?
8. What is one major characteristic of bread products made without mold inhibitors?
9. Most bakeries use prepared mixes for donuts and danish pastries. What advantages does this offer to the customer?
10. What are the commonly used ingredients of cake frostings?
11. Many bakery products are frozen either as dough before baking or after baking and then stored. What is the customer advantage when bakeries use freezing in connection with production of bakery products?
12. When cost of ingredients and labor go up, the price of bakery products must be raised, or less expensive ingredients used if this is possible, or the size made smaller. How many in your class think the price should be raised?_____ How many in your class think the product should be made smaller?_____ How many in your class think less expensive ingredients should be used if this is possible?_____
13. What have you learned about the problems facing management from your answers to problem 12?

Test No. 17

Final Examination

MEMORY

Name _____ Date _____

Score _____

INSTRUCTOR'S NOTE: Select twenty items from the produce department and ten ad items from a current ad of a local supermarket. Enter in column one. Students must be instructed one day prior to this test the supermarket from which ad and produce prices will be selected.

ITEM	PRICE	ITEM	PRICE
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		25.	
11.		26.	
12.		27.	
13.		28.	
14.		29.	
15.		30.	

Final Examination

MULTIPLES

Name_____ Date_____

Score_____

1. What is the first step to take when determining the unit price for a multiple-priced item.

2. What is the second step to take when determining the unit price for a multiple-priced item.

3. Give the formula for determining the unit price of a multiple-priced item.

4. Describe the two policies generally used to determine the unit price of products sold by the multiple-price method.

5. Show how you would determine the single unit price of an item selling at six for 77¢. Show each step you used to determine your answer. Do all computations on your test paper.

6. How much would you charge for three units if the multiple-price is 5 for 77¢.

7. How much would you charge for three units if the multiple price is six for 77¢.

Final Examination

MULTIPLES

Name_____ Date_____

Score_____

INSTRUCTOR'S NOTE: Enter in the first column the 20 most commonly used multiples in your area.

STUDENT'S INSTRUCTIONS: In the form below, enter how much you would charge for one can, two cans, three cans, four cans.

MULTIPLE PRICE	ONE CAN	TWO CANS	THREE CANS	FOUR CANS
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Test No. 19

Final Examination

MEAT

Name _____ Date _____

Score _____

1. Three guidelines are used by inspectors to determine the grade of beef. What are they?
2. List the three grades of beef commonly sold fresh to the consumer.
3. What determines flavor and juicyness of beef?
4. What determines the tenderness of beef?
5. How should most items sold in the meat department be bagged?
6. Customers should exercise particular care with poultry and fish. What instructions should you give a customer buying poultry and fish?
7. The red color of beef in a show case is not its natural color when cut. What is the word used by butchers to describe this change in color?
8. What causes beef to lose its bright red color?
9. Meat departments in a supermarket are under regular supervision by state inspectors. Generally speaking these inspectors look for three things. What are they?
10. Explain what is meant by tare?
11. Generally speaking the meat department is the least profitable of all departments in a supermarket. Why is this true?
12. List the seven product categories sold in most meat departments.
13. Give one or more reasons why a checker should know cuts of meat.
14. What would you say to the irate customer who is complaining about how fat the pork roast and bacon are that she has just purchased?

Final Examination

DAIRY

Name_____ Date_____

Score_____

1. Stock rotation is important in all departments of a supermarket. But particularly this is true in the dairy department. Why?

2. Describe what care must be taken when bagging dairy products?

3. What determines the difference between grades of ice cream?

4. What is the difference between pastuerized and homogonized milk?

5. What is Grade "A" milk?

6. What two rules determine the separation of eggs so they are sold at different prices?

7. The conformation of an egg determines how it is sold by grade. Give the four most popular sizes of eggs.

8. The weight of an egg determines how it is sold by size. Give the four most popular sizes of eggs.

9. There are two kinds of buttermilk. One is becoming increasingly difficult to find in a supermarket. Describe these two kinds of buttermilk.

10. On next sheet.

Listed below are the most popular cheeses sold in a supermarket. Give the country of origin, animal source, texture and how used by filling the form in correctly.

TYPE	COUNTRY	SOURCE	TEXTURE	Salad	Sandwich	Grading	Cooking	Desert	Horsd'oeurve
Bleu									
Cottage Cheese									
Cream Cheese									
Edam									
Gouda									
Longhorn									
Muenster									
Myost									
Parmesan									
Romano									
Roquefort									
Swiss									
Provolone									
Mozzarella									
Cheddar - Sharp									
Cheddar - Mild									

11. Which two are the most popular in terms of dollar volume?